LESSON PLAN
Name: Becky Smith     Date: Tuesday October 14, 2003
Content Area: Reading, Writing/Language Arts  Unit Topic: Shared Reading
Today’s Lesson: I Like Me     Grade Level: 1
Time: 10:00 – 10:45

LESSON RATIONALE

NYS ELA Learning Standards:
Standard #2: Language for Literacy Response and Expression

Key Ideas:
1. Listening and Reading – Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand text, and recognizing the social, historical and cultural features of the text.
2. Speaking and Writing – Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content of language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are often multilayered.

Instructional Objectives:
1. After the teacher has read the story I Like Me to the class at least two times, the students will be able to identify and relate to the events that took place in the story with accuracy. (comprehension)
2. Students will write and illustrate their own individual story, where they will tell about themselves with 85% accuracy. (synthesis)
3. After completing their own book about themselves, students will share their book with the class with accuracy. (application)

Adaptations:
- Related words will be written on the board for those having difficulty with spelling
- Prewritten pages will be available with fill-in-the-blanks for students with grapho-motor difficulties

Materials:
- Children’s literature
- Paper, pencils, markers, crayons, colored pencils
- Prewritten pages of story

LESSON OPENING

Anticipatory Set:
Introduce the Book
- Gather students where everyone can see the book
- Show the book and discuss the title, author, front cover, etc.
- Invite the students to share what they think the story is about

Say: “What kinds of things do you like about yourself? (share responses) What types of activities do you like to do? (share responses) The story I have for us to read today is called I Like Me and it is written by Nancy Carlson. (show students the book and point to the author’s name) What do you think will happen in this book? (share responses) Now I will read you the book and then you can read it along with me a second time. Later we will all be making books of our own.”
LESSON BODY

Activities:
1. Read the book aloud to the students
2. After reading the book, ask students to respond to questions, such as:
   - What things from this book do you like to do?
   - What did you think of the pig’s story?
   - What was your favorite part of the story?
3. Read the story again allowing the students to read aloud too.
4. After the book has been read at least two times, explain that they are now going to make a book of their own about themselves, like the book they have just read.
5. Show students a book by a student from the previous year (modeling)
6. Ask the students to think of some words they may want to include in their books. Take a list of about 5 words and put them on the chalkboard for student reference.
7. Tell students their books must be 5 pages long and must have writing and a picture for a different idea on each page.
8. Allow students to ask any questions they may have about the book and be sure they understand they task they need to complete by asking, What will you be writing and drawing about? (check for understanding)
9. Have students return to their desks and begin writing and drawing. (guided practice)

Closure:

“Your books seem to be coming along very well. Tomorrow afternoon we will be sharing our books and pictures with the class.” Collect drawing materials and books.

LESSON FOLLOW-UP

Have students share their story with classmates throughout the week. Allow children to read their own book to themselves. Display trade books about different activities children like to do around the classroom.

Evaluation:

What did I want the children to learn?
- To be able to identify events in the story and relate it to their own lives
- To be able to generate ideas of how to create and write a story like the one read to them
- To be able to create their own story through writing and drawing by following another version

How will I know they learned it?
- Discussion and development of a new story
- Individual writing and illustrating their own story

LESSON RESOURCES

References for student use:
- Chalkboard with possible words to use
- I Like Me, by Nancy Carlson

References for teacher use: