

# KINDERGARTEN LESSON PLAN

## Response to Literature

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**Timeframe: 1 – 4 weeks**

### **Summary:**

This mini-unit is designed to introduce kindergartners to key skills used for persuasive reasoning. They will collaborate to share ideas, develop reasons to support their opinion, and focus on fluency and self-assessment by integrating iPod technology. Students will also learn how technology can be used to help them recognize good arguments and work on their speaking skills.

### **Differentiation:**

- Students will select reading to use with their iPod recordings based on their own interests and levels
- Questions regarding group reading and writing will be differentiated for each student's needs
- Students will get to choose their own partners for some activities
- The final product will include an option for writing or drawing and the use of iPod recording to help with fluency

**Stage 1 – Desired Results**

**Content Standard(s):**

**NETS-T**

- Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

**Mathematics**

- Construct arguments using concrete referents such as objects, drawings, diagrams, and actions
- Justify conclusions, communicate conclusions
- Listen to arguments and decide whether the arguments make sense

**Speaking and Listening Standards**

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions

**Language Arts**

- A student should be able to speak and write well for a variety of purposes and audiences.
- Apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;
- Write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication;
- Revise, edit, and publish the student’s own writing as appropriate;
- Express thoughts, feelings and ideas clearly
- Use the most frequently occurring prepositions

**Art**

- Demonstrate the creativity and imagination necessary for innovative thinking and problem solving

**Transfer**

Students will be able to independently use their learning to ...

1. Support a personal thought or idea with facts or supporting evidence as a reason (I like this...because...)
2. Work respectfully and cooperatively in a small group

**Understanding (s)/goals**

Students will understand that:

1. They need to back up an idea or thought with reasons
2. People can have different ideas and that’s okay!

**Essential Question(s):**

1. Why is this part my favorite?
2. Can people have different ideas and still all be right?
3. How can I use my thoughts to make reasons to support my ideas?

**Student objectives:**

Students will be able to:

- Work together in a group, exchanging ideas
- Provide reasons behind a thought
- Follow group participation and sharing rules
- Try a new activity with a positive attitude
- Use technology (ipod) to increase fluency in reading
- Use technology (ipod) to recognize using good reasons to support an idea



**Persuasive writing**

1. During group time, have students brainstorm why they should have an extra recess.
2. Have students write in their journals why they should have an extra recess. Focus on providing reasons.

**Group Project**

1. Read a story to class – check for comprehension with questions. Have students retell story.
2. Break class into groups of 3. Have groups share with each other their favorite parts of the book.
3. Have groups choose to illustrate or write their favorite parts, giving a reason it is their favorite. If students do not agree they can illustrate or write their own paper.
4. Record Thoughts: Ask groups to share their thoughts within the group to the teacher. They will be recorded. *Do they all agree? What reasons do they give about it being their favorite part?* Students can record their thoughts onto the ipods or to the teacher (differentiate for level).
5. Group sharing: each group will share their art or writing about their favorite parts. *Ask the class who agrees, who disagrees.* Ask students: *Does hearing yourself talk help you know if you used good reasons?*

**Oceans Project**

1. Students will use the information they learned during an oceans unit to write and read into the ipod what they learned about the ocean.
2. Students should read then re-read for fluency.
3. Students will watch a video of themselves and check for fluency.
4. The video will also allow students to see how technology can help us keep learning. They will discuss the use of video and ipods. Ask students: *Does hearing and seeing yourself talk help you know if you used good reasons?*

**Add on activity:**

- Repeat process with a different book. Ask students for their favorite character and why. Break into different groups.
- Practice reading into ipods for fluency and practice using technology




Name: \_\_\_\_\_

## Self-Assess Rubric

My favorite part was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

			
<b>Favorite Part of Story</b>	I do not give one part that is my favorite. I am not trying.	I can name 1-2 parts that are my favorite. I can give one reason why it is the best part.	I have one favorite part of the story and can give two reasons why it is the best part.
<b>Artwork</b>	My picture has no color. It is not quality work.	My picture has a couple colors. It needs more detail.	My picture has a background, it is detailed. It has many colors.
<b>Group</b>	I didn't share my ideas with my group. I didn't listen well. I was not helpful. I need to try harder!	I shared my ideas with my group. I didn't listen to everyone. I got a little off task but tried to be respectful.	I shared my ideas with my group. I listened to the other partners. I was respectful and helpful.
<b>Sharing</b>	I didn't share my ideas with the teacher or with the class. I didn't try to do my own recording.	I shared my ideas with the teacher. I did not record my ideas on my own. I didn't speak clearly in group.	I shared my ideas with the teacher. I shared my ideas on the recorder. I shared my ideas with the class.

## RESPONSE TO LITERATURE PROJECT RUBRIC

	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Great</b>
<b>Technology:</b>	Student does not follow the directions to learn how to use the ipod and app. Does not get a fluent recording. Can't relate how the ipod helps them improve their own reading.	Student follows most of the directions to learn how to use the ipod and app. Needs to repeat recordings more to get a fluent recording. Can't relate how the ipod helps them improve their own reading.	Student follows directions to learn how to use the ipod and app. Repeats recording 1-2 times to get a fairly fluent recording. Can discuss how the ipod helps them improve their own reading.	Student follows directions to learn how to use the ipod and app. Repeats recording several times to get a very fluent recording. Can discuss how the ipod helps them improve their own reading.
<b>Collaborating:</b>	Follows only some agreed upon class rules for discussion. Has trouble staying focused and on topic. Discusses things other than reading. Does not take turns within group.	Follows most agreed upon class rules for discussion. Discusses reading within the group. Stays on topic during conversation with some prompting.	Student chooses to work with different peers. Follows most agreed upon class rules for discussion. Discusses reading within the group. Stays on topic during conversation most of the time.	Student chooses to work with different peers. Follows all agreed upon class rules for discussion. Discusses reading within the group. Stays on topic during conversation. Takes turns within group.
<b>Listening:</b>	Student requires several reminders to continue listening to teacher reading and giving instructions. Does not follow the agreed upon class rules for discussion including listening to peers. Cannot answer questions due to not listening.	Student requires reminders to continue listening to teacher reading and giving instructions. Follows some of the agreed upon class rules for discussion including listening to peers. Answers questions with prompting.	Student listens to story and instructions from teacher. Follows most agreed upon class rules for discussion including listening to peers. Can answer questions with prompting.	Student listens to story and instructions from teacher. Follows agreed upon class rules for discussion including listening to peers. Demonstrates listening by nodding. Demonstrates listening through answering comprehension questions.
<b>Speaking:</b>	Student does not follow agreed upon class rules for discussion.. Does not express opinion. Needs to improve volume and clarity.	Student follows some agreed upon class rules for discussion including taking turns. Difficulty expressing opinion. Needs to improve volume and clarity.	Student follows most agreed upon class rules for discussion including taking turns. Expresses opinion. Needs to improve volume and clarity.	Student follows all agreed upon class rules for discussion including taking turns. Speaks clearly. Uses good volume. Expresses opinion.
<b>Persuasive Writing:</b>	Uses very limited organization, style, revises; does not express thoughts. Does not include supporting reasons.	Uses limited organization, style, revises; needs help expressing thoughts. Uses fair writing and spells few known words correctly. Constructs a basic persuasion with 1 supporting reason.	Uses organization, style, revises, expresses thoughts clearly. Uses fair writing and spells known words correctly. Constructs a basic persuasion with 1-2 supporting reasons.	Uses organization, style, revises, expresses thoughts clearly. Uses good writing and spells known words correctly. Constructs a basic persuasion with 2 or more supporting reasons.
<b>Artwork:</b>	Artwork is not quality work. It does not support the story or reasons. Lacks creativity. No relation to argument.	Uses artwork to support argument; has limited reasons to support. Art is from the book. Picture lacks creativity. Cannot use artwork to support argument.	Uses artwork to support argument with reasons. Art reflects a part of the story. Picture looks like picture from book.	Uses artwork to support argument with reasons. Art reflects a part of the story. Demonstrates creativity. Innovative. Drawn ideas support verbal reasons.