Leah Huff

Comprehension Lesson – Sketch To Stretch

5th Grade

Mrs. Rodwell

November, 2, 2011

Sketch-to-Stretch

Age/grade/level target: It’s appropriate level because it’s Open Court.

Rationale: This strategy is appropriate because it’s critical for children to learn how to think outside of the box and what is obvious. It’s an important tool to be able to think about things symbolically. \*This strategy hopefully will make students think beyond the literal comprehension of a story. It’s good to be able to express yourself and know you can gain personal meaning from a story that might be different from another persons. Relating and connecting to literature, while forming your own feelings based off of something you’ve read, is important to know how to do while going through school.

Introduction: I think I will get student’s interested by telling them we will be drawing and working in pairs. I also will have my own sketch based off of the reading, hopefully it will look interesting enough to grab their attention and want to do it themselves!

Goal(s) or Key Concept(s):

-Every group will have two to three members who will finish one sketch based off of the Scorpion or Dog story in Open Court (From “The Heavenly Zoo” Chapter).

-Have groups work together in a productive manner.

-Have student’s develop their own, personalized sketch from applying their understanding of the themes and meanings of the story they talked about already in class.

-Have Student’s describe and explain the concept that they sketched about.

Objectives: Content objectives:

- Observe that everyone might take something different away from the same text.

-Able to combine, compare, and connect their own thoughts about the story.

-The discussion will help the student’s identify how their peers came to their own interpretation for what the story meant to them.

Language objectives:

-Students will be able to express their sketch well. (Explain how what is drawn has meaning and is relevant.)

-Students will be able to use symbols to make meaning.

-Students will be able to analyze and explain why and how their sketch came from their original knowledge of what the story was about.

-By engaging with their partner about their own ideas from the text, students will have understood each other’s ideas enough to combine them into one sketch.

Materials: Construction paper for each group. Not sure how many children will be there on Wednesday, so Mrs. Rodwell said she will take care of the paper. The students have markers and pencils to draw with. They will have their Open Court Reading book with them also.

Assessing Students’ Prior Knowledge: I will tie in a lot of aspects from what the student’s learned today about the story. I will review what a ‘myth’ means. Also, go over some of the themes that were discussed, such as some of the characters were “vain”. What happened in the myth to the characters who were vain? Was there a time you saw someone acting vain, and if so how did it make you feel? Did the story perhaps explain how someone should act? Tell them after going through some of these questions, we are creating a theme. There are many other themes in this story; find one that is meaningful to you and that you can connect with.

Activities for the student’s and me: I will ask them the questions above to jumpstart their prior knowledge. I will explain sometimes stories have different meanings for different people. Then I will show them the sketch I made addressing one of the themes I saw in the story I chose. I will explain what the picture I drew means and symbolizes. I will then explain they will be choosing from one of the stories to draw a sketch about what the story meant to them.

I will be sure to explain there is a difference between drawing what the story means to you, and simply drawing a picture that summarizes the story. I will explain to use symbols such as I did, to express the themes or characteristics they want. Then I will explain that each student will choose which story they liked best and will be paired with someone who also liked the same story, (The Scorpion or The Dog story). I will explain that once paired off, they will go get the paper and drawing utensils. They can work on the floor if needed and talk and communicate. I will ask them to raise their hands for the story they liked, and I will pair them off (Mrs. Rodwell might have to help with this since she knows who works together well and who doesn’t).

Differentiation: If some student’s are having problems being able to connect with the story they have chosen, I will ask them what character they liked the least and most. Then I will ask them why that is. What made them connect with that character? What made them like the story? Their answer will lead them down the path to what the story means to them. If the student’s have had trouble understanding the story, I can go through it a bit piece by piece. Ask them questions about what happened in the story and what was talked about on Monday. What are their feelings towards the characters? Are they different from your beliefs? Would you have done the same if you were in the same situation as that character? Make them think about their own family and culture so they can find a way to relate to the story and figure out what their own meaning is that they are taking away from the story.

Evaluation/Assessments: I will have been successful in this lesson if every group has finished a sketch, and if the student’s worked well together. If the student’s can come up and explain their sketch, and why they drew what, and how it relates to the story and their personal meaning, I will know they grasped the lesson. I will know they have learned if they built off of what was talked about Monday and were able to find what the story meant to them and draw it.

Closing Activity/Summary: The closing activity is when the student’s come up by their groups ands explain their sketches. Hopefully, I will be able to make comparisons and show similarities between the groups also. This makes it so the student’s will see connections or how people think of things differently, but at the same time see how it all came from the same story. If student’s finish early, they can on the back of their paper, sketch something again for the other story.