

Student Teacher Candidate: Jessica Kelley
 Lesson Subject(s)/Title: Reading/Language Arts
 Lesson Date(s): 10/18
 Course & Grade(s): 3rd grade

INSTRUCTIONAL MATERIALS:

“The Honeybee Man” by Lela Nargi and Krysten Broker on smartboard and printed out for the class, bee sounds on youtube, graphic organizer, pointer, and journal

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

If you were a bee, why would you make honey?
 If you were the bee in the book, can you answer questions about yourself? (Ex. Where do you live? What do you eat?)

PURPOSE:

For students to be able to use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

Students will be able to gather information about how honey is made to understand the main idea of the book

STANDARDS:

CCSS: ELA-LITERACY.RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

DIFFERENTIATION STRATEGIES:

Gustavo will have a document of the book that has highlighted the parts he needs to focus on while reading in the book to answer the questions while reading and for the independent practice. Both in two different colors so he knows the difference. He will be given extra help during the independent practice session to help him use the information in the book to support his answer. The teacher or aide that is in the classroom will go help him focus on the highlighted material in the book, that is highlighted for him to focus on. When he is up there reading a paragraph or so of the book he will have a pointer (as will everybody else to help him and other students focus on what words they are reading) to help him focus on the words that he is reading and he is reading to get practice with his fluency.

ANTICIPATORY SET:

Have students close their eyes and use their ears to listen to the bee sounds. Have the students think about what these sounds are, what’s making them, or who is making them. “Don’t answer out loud, you will share with your partner in a second”
 Play bee sounds then think-pair-share with your partner, “I think these sounds are made by...”
 Call on students to answer. Sentence frame: “my partner/friend said..”

**INPUT/ ACQUIRE NEW KNOWLEDGE:
 and/or**

APPLY/ DEEPEN NEW KNOWLEDGE:

Take a “picture walk” through the book and ask students to predict what they think the book will be about. They write that down on a piece of paper. Then we discuss their predictions and make a class prediction. After we have read the first two pages ask the students if their predictions have changed.
 Guided Practice: Call up helpers to use pointer to allow students to follow along with the words as students continue to read the story. Pause to ask questions to the students and have answers prewritten in a graphic organizer (after these are answered the students write the answers down):
 What is the setting of the story?

Sensory Register	STM	LTM
Attention Recognition Perception	Focus Organization Rehearsal Visualization	Connections Elaborations Meaning

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom’s Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

What insects make honey?

Where do bees get the nectar that they bring back to their houses/hives?

What does the honey from Fred's bee's taste like?

After the book was read the students will get in groups of 3-4 and do an activity called "Hot Seat".

There is one student in the hot seat, and the other members of the group ask that student one question each pertaining to a character in the book. After that one student gets asked a question by each person in their group they switch with a member that will then be in the hot seat, and repeat. For example: "Mr. Bee, where do you live?" Then the student in the hot seat will respond.

CLOSURE/ASSESSMENT:

Independent Practice: In their journals the students will answer the question "Why does Fred make honey?" and find 2-3 pieces of evidence from the book to support it. After the students are done they will share their answers with the class as a small oral presentation with a stand up, sit down. Then they will turn them in.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

none

EVALUATION/ASSESSMENT OF STUDENTS:

Through guided questions, close monitoring and informal observation; the teacher will be able to assess student's ability and understanding of the subject being introduced. Through individually assessing during independent practice and reviewing during guided practice the teacher will be able to evaluate students.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">1. Play bee sounds when the students' eyes are closed.2. Play bee sounds again before the think pair share.3. Call on students to answer What made the sounds.4. Do a "Picture Walk" with your students to have them make predictions on the book.5. Discuss and make a class prediction.6. The teacher reads the first two pages (with the pointer), then see if the students' predictions have changed.7. Call up helpers to use pointer to allow students to follow along with the words as the students continue to read the story.8. Pause to ask these questions: What is the setting of the story? What insects make honey? Where do bees get the nectar that they bring back to their houses/hives? What does the honey from Fred's bee's taste like?9. Break the students up into groups of 3-4, and model the "hot seat".10. One person is in the "hot seat" and the other members of the group ask	<p>The students will:</p> <ol style="list-style-type: none">1. Close their eyes and listen to the sound, and think of what is making the noise. (They are not sharing yet)2. After listening to the bee sounds again the students do a think pair share with another student stating "I think these sounds are made by..."3. Answer "My partner/friend and I said..."4. Do a picture walk and make predictions (individually) about the book.5. Share ideas of predictions to make a class prediction.6. Think about if your predictions has changed.7. Go up to the smartboard and use the pointer to read the book.8. Answers the questions in their graphic organizers throughout the book when the teacher asks. (You can look back in the book if you need to)9. Get into groups to do the hot seat activity.10. Each person picks a character from the book to be, and the other members ask them questions. The person in the hot seat will answer their questions. After each member
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<p>them questions about their character. Teacher example: "Mr. Bee, where do you live?"</p> <ol style="list-style-type: none">11. This is when the students do independent practice and the teacher tells the students to answer the question she puts up on the board in their journals. "Why does Fred make honey?" and support your answer with 2-3 pieces of evidence from the story.12. Have the students do a stand up, sit down for an oral presentation of their findings.	<p>of the group asks the person in the hot seat one question they switch who is in the hot seat, and repeat.</p> <ol style="list-style-type: none">11. The students answer the question "Why does Fred make honey?" and supports their answer with 2-3 pieces of evidence.12. Do a stand up sit down with presenting the answer to your question and evidence.
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