

Narrative Comprehensive Lesson Plan Outline

Reading I-Teaching Language Arts

1. **Readers:**

1st Graders

2. **Text:**

Goggles! by Ezra Jack Keats

Summary: This book is about two boys who find a pair of old motorcycle goggles near their hideout and must find a way to outwit the bigger boys who also desire the goggles.

3. **Objectives:**

A. **Objectives 1:** Global Comprehension: Story: Story Structure

Type: Cognitive

Beginning: Students already understand some parts of story structure such as the characters, setting, and ending, but are lacking the ability to recognize all of the parts.

Behavior: Students will be able to independently identify the six parts of story structure by asking themselves the metacognitive questions: "Who are the main characters?" "What is the setting?" "What is the major problem in the story?" "What are the two events that solve the problem?" "What is the solution to the problem?" "What is the ending?"

Context: Directed Strategic Reading Activity using the book Goggles!

End: Children will be able to demonstrate their comprehension of the six parts of story structure through informal discussion. "Who are the main characters?" "What is the setting?" "What is the major problem in the story?" "What are the two events that solves the problem?" "What is the solution to the problem?" "What is the ending?"

B. **Objectives 2:** Word Attack Strategy: Morphemic Analysis: Inflectional Endings "ed"

Type: Cognitive

Beginning When coming across words with the inflectional ending "ed", students don't always use the word in the past tense.

Behavior: Students will be able to independently look for base words when ending in "ed". Students will ask themselves "What is the base word?" "What does the word mean with the "ed"?"

Context: Directed Strategic Reading Activity using the book Goggles!

End: Through informal discussion students will demonstrate their comprehension of the inflectional ending "ed" by asking and answering the metacognitive questions: "What is the base word?" and "What does the word mean with the "ed"?"

4. **Distance:**

Objective 1: Students already understand some parts of story structure. They can usually answer correctly who the main characters of a story are, as well as the setting and the ending. Students approach difficulty in when answering questions about the major problem, the events that solves the problem, and the solution to the problem.

Method: Directed Instruction, Mid-way

Objective 2: Students have difficulty when encountering words in the past tense “ed”. They tend to read aloud the base word but ignore the past tense.

Method: Indirected Instruction, Mid-way

5. **Materials:** 4 copies of Goggles!, posterboards, SmartBoard, Computer, **Voki avatar**, Printed out and highlighted notes, markers/crayons, blank comic strips, goggles/glasses,
6. **Prereading:**

- a) Activating Prior Knowledge

Objective 1: Teachers will ask students to identify the parts of a story structure.

Objective 2: Teachers will ask students how they know when they come across a word in the past tense.

- b) Introduce the two objectives

Objective 1: Teachers will model and think aloud the six parts of story structure for Arthur’s Eyes. Teacher will also use a **Voki avatar** to provide further representation of the strategy for finding the six parts of a story structure

How: “Who are the main characters?” “What is the setting?” “What is the major problem in the story?” “What are the two events that solve the problem?” “What is the solution to the problem?” “What is the ending?”

Why: To help with global comprehension

When: When reading narratives, mostly picture books

Objective 2: Teachers will model and think aloud the strategies for encountering words in the past tense “ed’ (*looked, asked, wanted, tested*) by using Arthur’s Eyes.

How: “What is the base word?” and “What does the word mean with the “ed”?”

Why: To improve word attack strategies

When: When reading all genres of literature

c) Set Purpose

Objective 1: Students will be able to independently identify the six parts of story structure by asking themselves the metacognitive questions: “Who are the main characters?” “What is the setting?” “What is the major problem in the story?” “What are the two events that solve the problem?” “What is the solution to the problem?” “What is the ending?”

Objective 2: Students will successfully find words such as: *Shouted, Listened, Smiled, Started, Growled, Stared, Yelled, Fooled*. When reading the story they will ask themselves: “What is the base word?” “What does the word mean with the “ed”?”

7. **During Reading:**

A) Text Unit Size: 2 SRU’s

SRU #1: Goggles! pages

Prereading:

Objective 1: Student will understand and be able to independently identify the parts of story structure by asking themselves: “Who are the main characters?” “What is the setting?” “What is the major problem in the story?”

Objective 2: Students will find words ending in the “ed” such as: *Shouted, Listened, Smiled, and Started* by asking themselves: “What is the base word?” “What does the word mean with the “ed”?”

Reading: Students will silently read Goggles!

Postreading:

Assess Objective 1: Through an in class activity, students will comprehend the three parts of story structure by asking themselves: “Who are the main characters?” “What is the setting?” “What is the major problem in the story?”

Assess Objective 2: Through informal discussion, students will demonstrate that they are able to successfully read and understand the meaning of the words such as: *Shouted, Listened, Smiled, and Started* by asking themselves: “What is the base word?” “What does the word mean with the “ed”?”

SRU #2: Goggles! pages

Prereading:

Objective 1: Student will understand and be able to independently identify

the parts of story structure by asking themselves: “What are the two events that solve the problem?” “What is the solution to the problem?” “What is the ending?”

Objective 2: Students will find words ending in the “ed” such as: *Growled*, *Stared*, *Yelled*, and *Fooled* by asking themselves: “What is the base word?” “What does the word mean with the “ed”?”

Reading: Students will silently read Goggles!

Postreading:

Assess Objective 1: Through an in class activity, students will comprehend the three parts of story structure by asking themselves: “What are the two events that solve the problem?” “What is the solution to the problem?” “What is the ending?”

Assess Objective 2: Through informal discussion, students will demonstrate that they are able to successfully read and understand the meaning of the word in the past tense “ed” such as: *Growled*, *Stared*, *Yelled*, and *Fooled* by asking themselves: “What is the base word?” “What does the word mean with the “ed”?”

B) Mode

Students will read silently and independently. Students will be reading independently instead of pairs or as a class in order to avoid any distractions and to ensure total participation from each student.

8. Post Reading:

A) Summarize Lesson

Objective 1: Students will review the six parts of story structure. Students will be questioned on their knowledge of “how?” through answering the questions of SRU 1 and SRU2, and “why?” and “when?” after learning the components of story structure.

Objective 2: Students will discuss how they used the metacognitive questions to help in reading and understanding words with the past tense “ed”. Students will be

questioned on their knowledge of “how?” by going over all the past tense “ed” words in SRU 1 and SRU 2, “why?” and “when?” to use these strategies to help recognize and understand words in the past tense that end in “ed”.

B) Extend Learning

Objective 1: Students will be assigned a creative writing activity. Students will be allowed to choose partners to complete this assignment if they want. A direction sheet will be provided and will list characters, settings, and problems that the students can choose from to write about. The students will also be provided with a pre-planning sheet to outline their ideas for their stories. This sheet will have sections for the students to fill in their characters, setting, major problem, two events that solve the problem, the solution to the problem, and the ending. After students have their pre-planning sheets checked, they can continue on to work on their story using a comic strip sheet and markers/crayons. Partners will share their comics with the class after the activity.

