KUTZTOWN UNIVERSITY

ELEMENTARY EDUCATION DEPARTMENT

LESSON PLAN (UNIT)

Teacher Candidate: Taylor Seiders Date: February 24,2015

Cooperating Teacher: Mrs. Erin Weaver Coop. Initials

Group Size: Whole Class Allotted Time 30 minutes Grade Level First Grade

Subject or Topic: Stellaluna Unit Authentic Assessment:

Using Feelings to Describe a Situation in a Story

Section 390-045

**STANDARD:**

**1.4. O:** Use thoughts and feelings to describe experiences.

1. Performance Objectives (Learning Outcomes):
   1. Students will explain an experience, in the story *Stellaluna*, using thoughts and feelings.
2. Instructional Materials
   1. *Stellaluna* by: Janell Cannon
   2. Teacher made prompt paper.
   3. Crayons
   4. Pencils
3. Subject Matter/Content (prerequisite skills, key vocabulary, big idea)
   1. Prerequisite knowledge:
      * Knows the plot of the story *Stellaluna*
      * Can name some emotions.
      * Can write full sentences.
4. Implementation
   1. Introduction
      * Today, we are going to write about how we felt when we read the story *Stellaluna.* Or, you can write about how you think Stellaluna might have felt during her experience in the story.
      * To begin, we are going to say some emotions that we have and I will write them up on the board.
        1. Allow time for students to say their answers.
        2. Put additional words on the board if they are not said by students (from the following list).
           1. Scared
           2. Embarrassed
           3. Silly
           4. Upset
           5. Lost
           6. Etc.
   2. Development
      * After writing the feelings on the board, look back into the story and ask students if they can name parts that Stellaluna may have felt scared, embarrassed, etc.
      * After students say where the character felt these emotions, ask them if they can say any emotions that they felt when they were read the story.
        1. Ex: I felt sad for Stellaluna when she lost her mom.
           1. Allow students to give their own examples.
      * After going over the emotions that were felt both by the students and by the main character, explain to the students that they will be writing two sentences using their thoughts and feelings. Students can use previous examples. Explain that the first sentence must be about how the character/ they felt. The second sentence should be about why they felt that specific way.
      * After explaining the prompt and emotions, pass out the premade prompt paper.
        1. Circulate the room during student writing time to help with spelling or to answer questions that do not give away answers to the prompt.
        2. Once students are done writing their stories, give at least 5 minutes for students to draw their pictures of what their story is about.
   3. Closure
      * Ask students if they want to share their answers to their prompts.
        1. Give time for at least 5 kids to share their writing.
      * Collect the prompts, during center time call back students one by one to edit their papers. (Write adult words in places where the student misspelled words).
   4. Accommodations/Differentiation
      * Give students a list of emotion words to help them write their story.
      * Give more time to students who are having trouble with fine motor skills (either writing their story or drawing their picture).
   5. Assessment/Evaluation Plan

1. Formative- no formative exam for this lesson

2. Summative- This is the authentic assessment for the unit. The students are looking back on the main story of the unit and using their background knowledge to explain what they gained from the text.

The authentic assessment will be graded based off of the rubric attached.

1. Reflective Response
   1. Report of Students’ Performance in Terms of Stated Objectives (after lesson is taught)

Remediation Plan

* 1. Personal Reflection
     + Did this authentic assessment show student’s overall understanding of the text? What other way could the students have written about the story?

* + - In the future, could there be a different prompt? What?
    - Could you have taught more emotion words? Or was the list ample enough?

1. Resources
   1. Cannon, J. (1993). *Stellaluna*. San Diego: Harcourt Brace Jovanovich.