Second Grade

Cause and Effect – Reality Check

Lesson Purpose

- To provide experiences that can be used as the basis of prior knowledge
- To offer real life activities to engage students and help them to connect to the content
- To present concrete simulations that will support new learning by moving it into long term memory
- To create visual and relatable memories to apply to abstract comprehension strategies

Materials Needed

- Class sized Interactive Graphic Organizer

Before Class

1. Remove student chairs from the room the afternoon before you do the reality check (or you can have the students put their chairs in the back of the room before class)
2. Make a class sized Interactive Graphic Organizer using poster board and the included visuals. Follow the directions at the end of the Interactive Graphic Organizer lesson.

Lesson Plan

1. Begin class by telling the students the chairs are missing – but they have work to do and they have to get on it. They may work on the floor, sitting on their desk, on their knees, or standing but they must get busy. Be sure to use your best handwriting and make it neat!

2. Let this go as long as you wish – preferably until it is no longer fun but instead uncomfortable and tiresome.

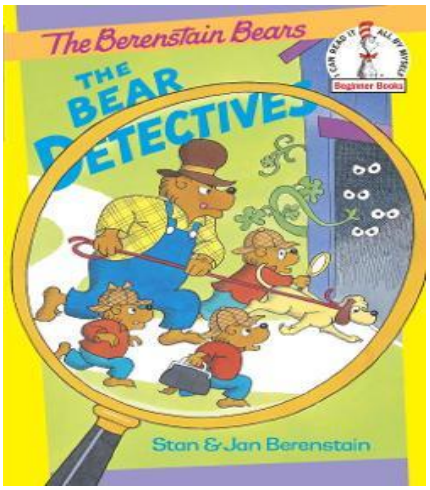
3. You may have another teacher or the principal "discover" the whereabouts of the chairs or as a class you may search until you find them.
4. After the chairs have been retrieved, make a list on the Interactive Graphic Organizer with the stem: Because I did not have a chair, _____. List as many as possible.

5. After the list is completed, read it and bring out that one thing made all these other things happen. .

6. Brainstorm of other times that one thing causes another thing to happen.

7. (Optional) Finish by playing "I Shot a Bear." Line the class up horizontally – smallest child next to the teacher on to biggest child. The teacher begins by saying to the child next to her: "I shot a bear." The child responses by asking, "Where?" Teacher: "Over there." – and points straight out with her right arm. The next child continues with the same question, answer, response all the way down the line. The last person in line asks the teacher and they repeat the sequence except when asked "Where?" point straight out with your left arm – in addition to the right outstretched arm. Repeat again down the line – this time when asked "Where?" bend down on one knee (everyone should be on the same knee) in addition to the two outstretched arms. Finally, when the teacher is asked "Where?" she pushes the child next to her strong enough to start a domino effect of children. When the laughter has subsided, ask the last person – "Why did you fall down?!" Point out the Cause and Effect relationships.

First Grade
Drawing Conclusions/Inference
Demonstration Text



The Bear Detectives: The Case of the Missing Pumpkin
By Stan Berenstain
Beginner Books, 1975
The Bear family don their detective gear and try to solve the mystery of the missing prize pumpkin.
ISBN 0-394-83127-6

Lesson Purpose

- To allow literary characters to demonstrate the application of comprehension strategies
- To support student's visual and text based observations linked to the comprehension procedures
- To offer an additional layer of modeling in order to better establish an understanding of the thinking connected to comprehension

Materials Needed

- Optional, YouTube video of featured book
- Bear Detective Book

Before Class

1. Make enough copies of the "Bear Detective Book" for each student.

Lesson Plan

1. Read aloud the featured bo
in the story where Papa Bear says: "A good detective writes things down. . ." Hand out a "Bear Detective Book" to each student. Explain that they are going to be good detectives by writing down the lessons in the Bear Cubs "Bear Detective Book" in the story. Have the students write their name on the cover (students can color the cover at a later time).

2. Turn back in the story to where the Bear Cubs share the first lesson from their Bear Detective Book. Have the students fill in the missing word (tracks) in their "Bear Detective Book".

3. Continue reading the featured book. Stop along the way to fill in the missing words in the other lessons from the "Bear Detective Book" in the story.

4. After reading, tell the students that the Bear Cubs have just taught them how to solve a mystery. Explain that they have also helped teach them how to infer or draw a conclusion while they read.

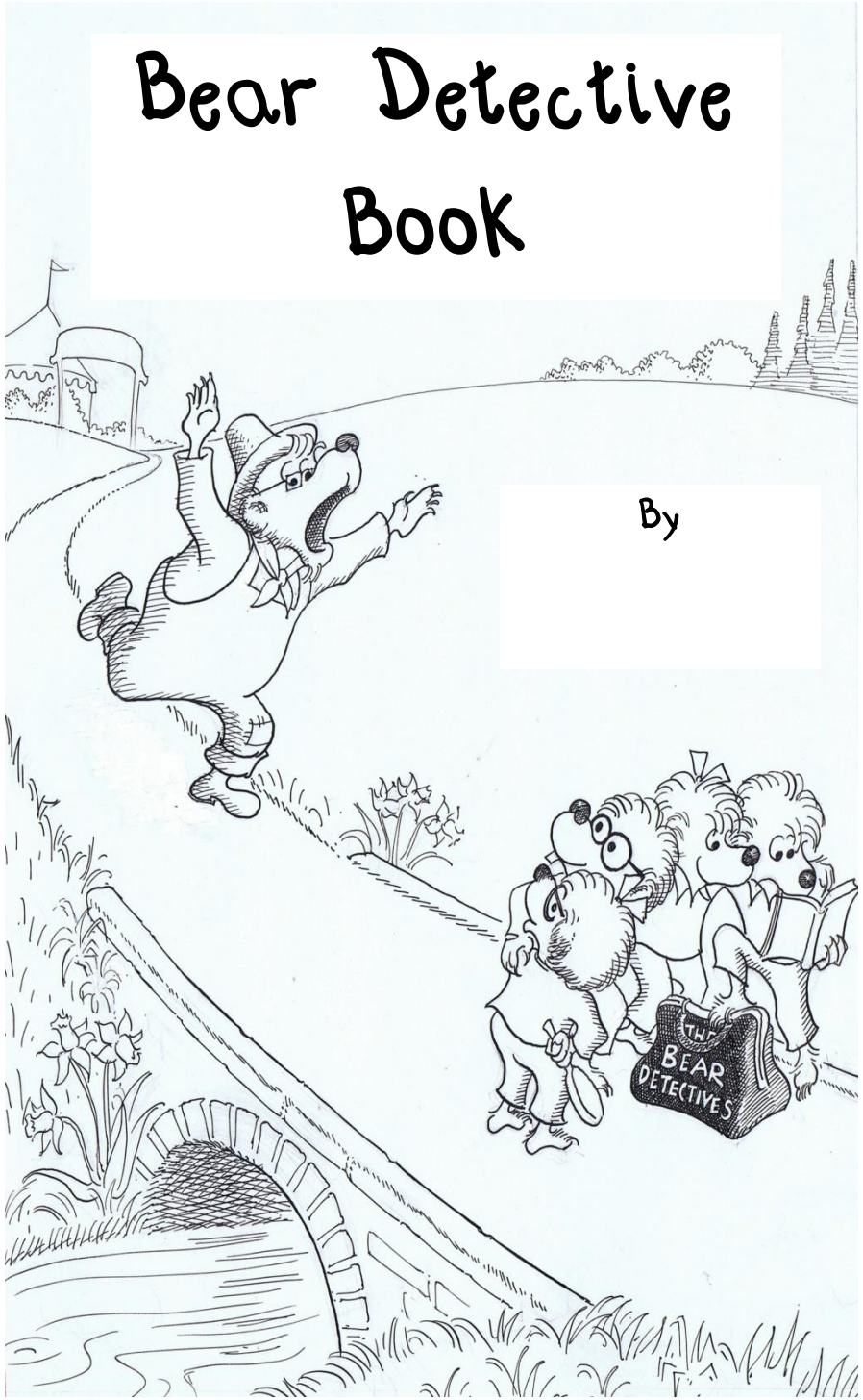
5. Keep the student copies of the "Bear Detective Book" to use with the other lessons for this skill.

Technology Tips

- Berenstain Bears You Tube Channel has many of the books from the series
- Goggle "Bernestain Bears free printables" for lots of options
- PBSLearning Media.org has video and other materials when you search under "inference"
- Readworks.org has grade level specific materials under "drawing conclusions"
- WatchKnowLearn.org has video options listed under "inferences"

Bear Detective Book

By



Lesson Four –

here's how it goes

"A good detective

will

!"

"Lesson One.

First look around

for any

on the ground."

“Lesson Two.

all around

for another clue.”

“Lesson Three in

book says,

“Before you ,

be sure to .”

Kindergarten
Metacognition – Song

Lesson Purpose
- To support diversity of learning styles
- To provide multisensory links to support independent application of comprehension strategies
- To engage long term memory by offering techniques that mirror the thought process
- To make concrete connections to abstract strategies to encourage independence

Materials Needed
- Words to song (for teacher)

Before Class
1. Become familiar with the words and tune.

Lesson Plan
1. Sing the song to the children.

Sung to the tune of "Found a Peanut"

Super Reader, Super Reader
Super Reader – I am!
Thinking makes me a super reader
Super reader – Yes 'mam!

When I'm reading and I'm thinking
What's happening in my head?
What am I seeing?
What can I notice?
Let me think about what I've read.

What makes me wonder?
What can I remember
About the things I already know?
Let's get to reading and get to thinking
On your mark now
Ready, set, GO!

Kindergarten

Sequencing – Interactive Graphic Organizer

Lesson Purpose

- To provide a framework for students to articulate their thought process when comprehending
- To offer evidence of student's ability in comprehension processes
- To visually support higher level thinking
- To furnish differentiated learning experiences

Materials Needed

- Class sized Interactive Graphic Organizer
- Post-it notes (optional)
- Camera

Before Class

1. Create a class sized graphic organizer using poster board and the included visuals. Follow the directions at the end of this lesson. This Interactive Graphic Organizer has two sides – one side offers sequencing in three steps and the other side uses a timeline type format for multiple step sequencing activities. If using the three step format select the term set or sets you wish to use and fill in the boxes. [term sets might include: first, second, third; first, next, last; before, during, after; past, present, future; or then and now]

Lesson Plan

1. Ask the children to tell you the steps to lining up to leave the classroom. Take a picture of the students demonstrating each step and print pictures immediately if possible.

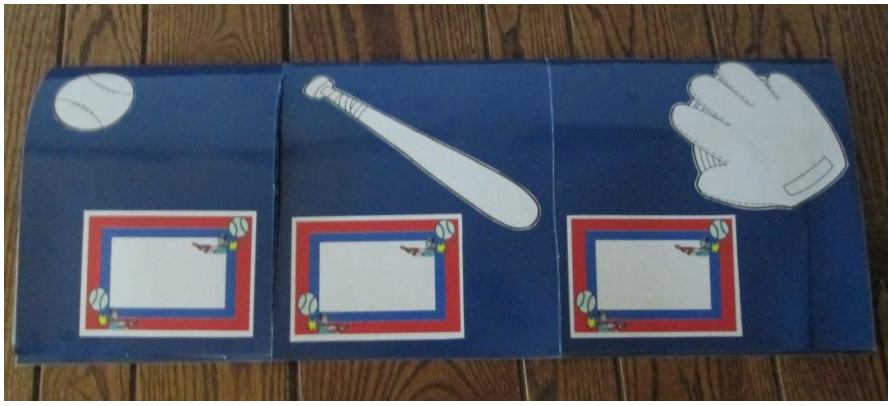
2. As a class create a caption for each picture. Transfer the photographs with captions using the inside of the Interactive Graphic Organizer.

3. Remind students of the Kid lesson and what order things happen in at a T-ball or baseball game. Point out the visuals used

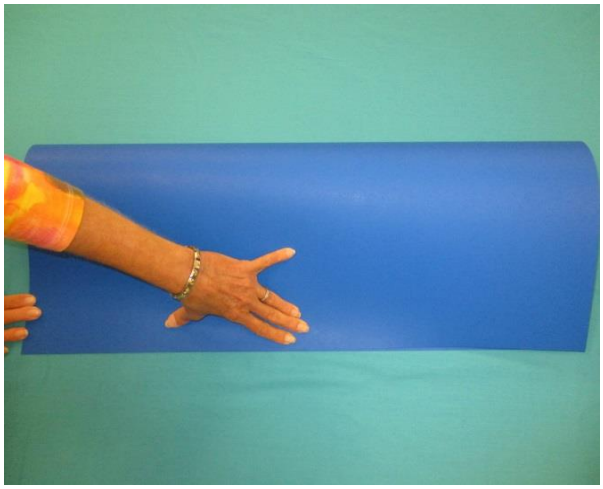
on the front of the Interactive Graphic Organizer reflects what happens in a game. For example, first a ball is thrown, then a player hits it and last a player catches the ball. This is why the Interactive Graphic Organizer looks the way it does because order is what is important in sequencing.

4. Optional - In another lesson use the back of the Interactive Graphic Organizer to demonstrate a multi-step Interactive Graphic Organizer such as in the Demonstration Text. Allow students to create pictures and captions for each step.

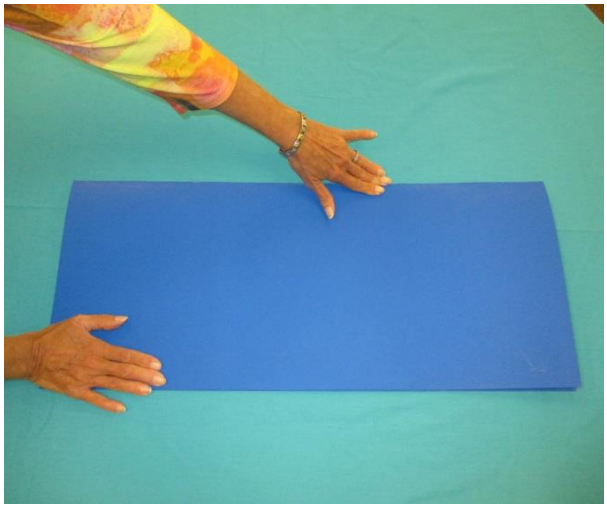
5. Optional – Use ideas from the professional book called Picture This!: Visuals and Rubrics to Teach Procedures, Save Your Voice, and Love Your Students by Rick Smith, Grace Dearborn and Mary Lambert to create your own classroom photographs to describe common procedures.



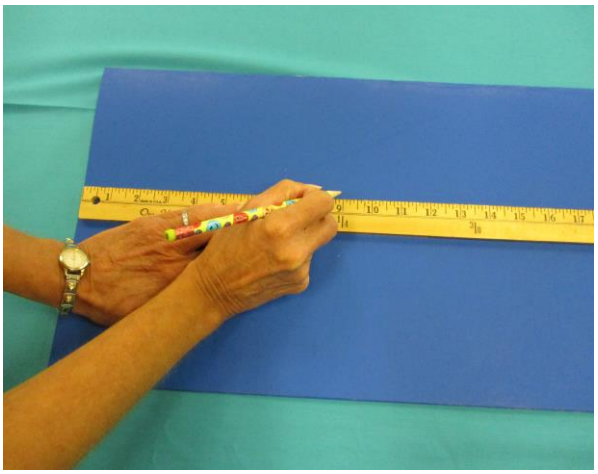
Materials needed:
One piece of poster board
Scissors
Sequencing pages which follow these directions
Ruler and pencil
Glue
White mailing labels (optional)
White Tape
Post-it Notes



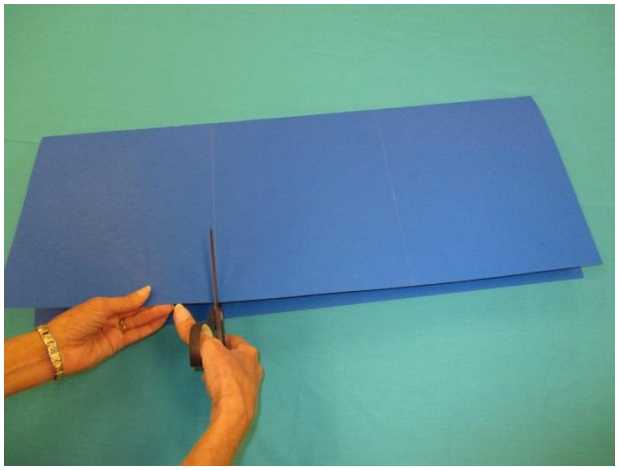
Fold in half from top to bottom
OR hotdog fold



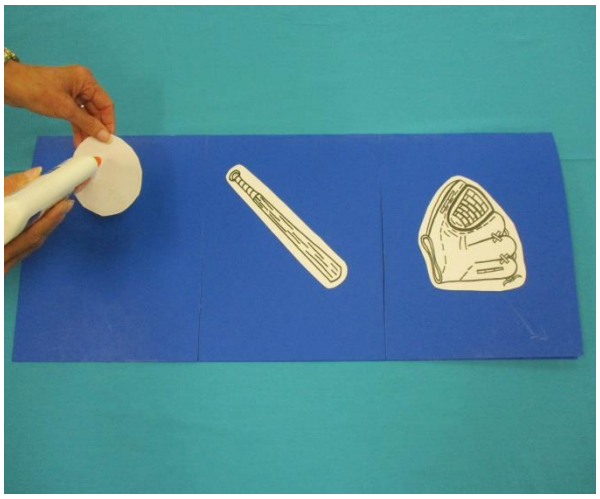
Crease along the fold OR
commit to the crease



Measure and mark off at 9 ¼ intervals to create three sections

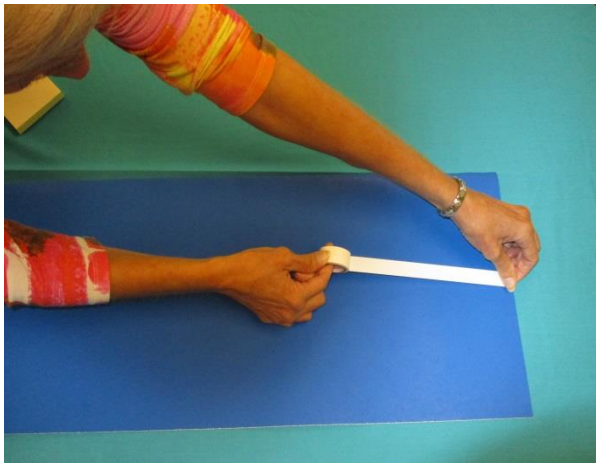


Lift the top flap and cut along the drawn lines to the crease
OR cut along each valley to the mountain



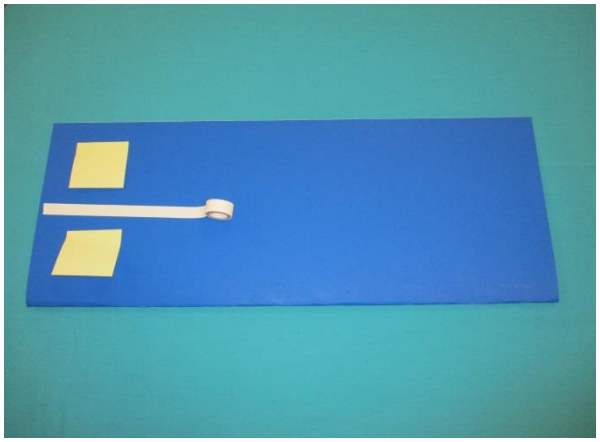
Copy and enlarge visuals at 150%.
Cut out each visual.
Glue in order – baseball, bat then glove.
Put one visual on each flap.

Use mailing labels or paper and write in 1, 2,or 3 as indicated

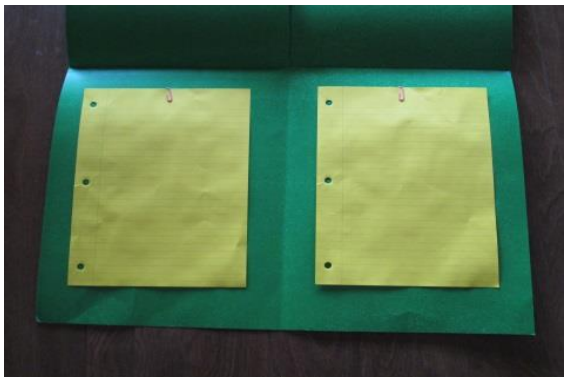


Turn the Interactive Graphic Organizer over on the back side.

Place a piece of white tape along the length left to right in the middle of the space



Use as many Post-it notes as needed to record events in a piece of text

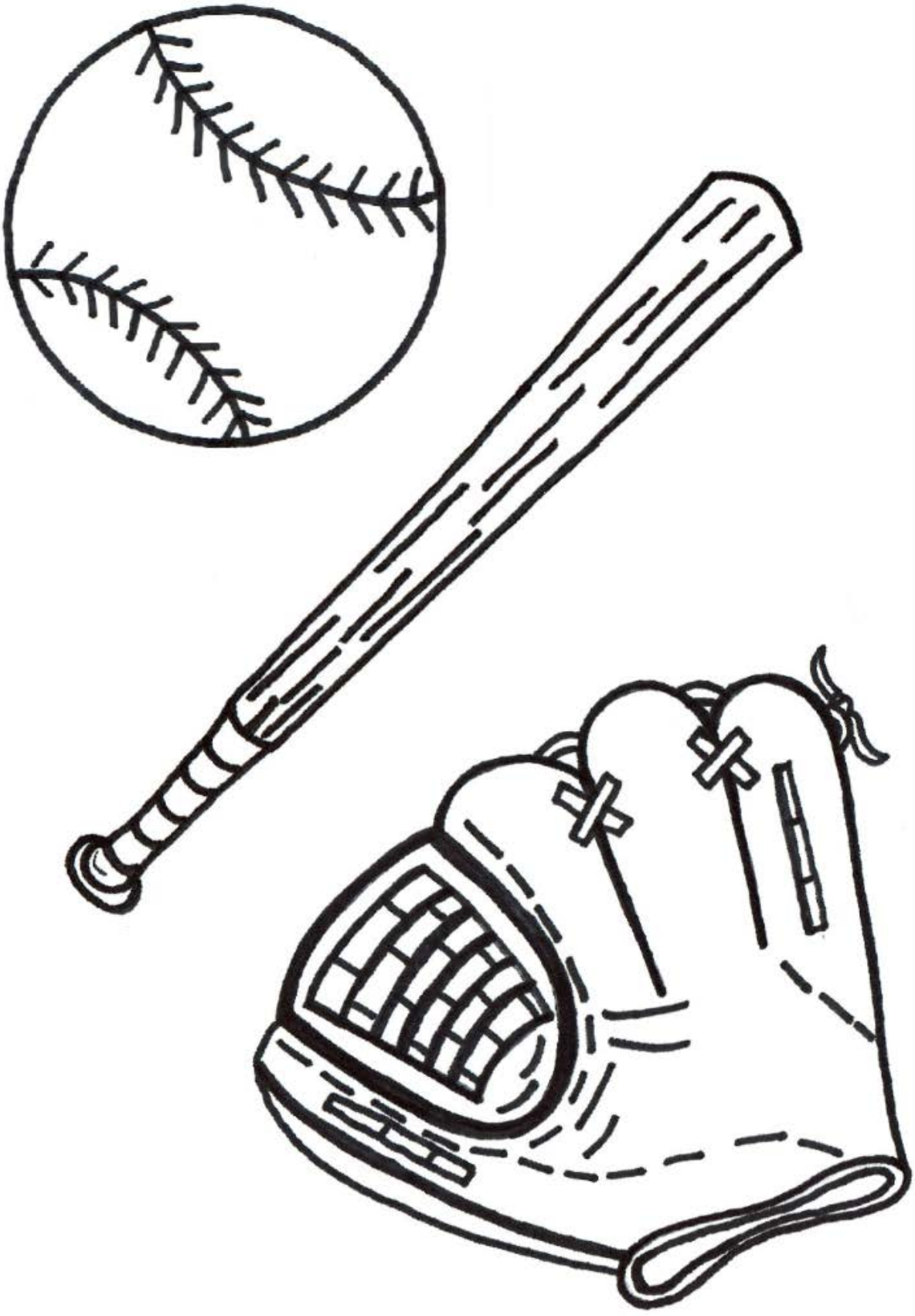


Under each flap on the inside of the Interactive Graphic Organizer create a place to record information

Cut a $\frac{1}{2}$ inch slit near the top under each flap and insert a paper clip to hold the paper you are recording on in place

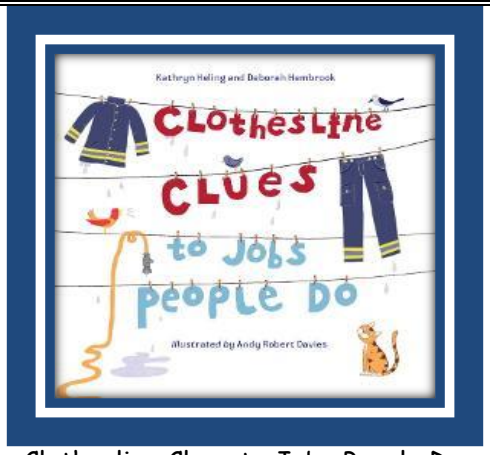
To hold Interactive Graphic Organizers in place while using with a class it can be stapled to a bulletin board

Another option for holding an Interactive Graphic Organizer in place is to use strong magnets



Introducing The Kid Characters
Optional Lesson

If this is the first time to introduce any Comprehension Kid Character, you may want to do this lesson to help introduce the concept of clothes and gear being dictated by a career



Clothesline Clues to Jobs People Do

By Kathryn Heling and Deborah Hembrook

Who wears oven mitts, an apron, and a puffy hat? Who uses safety glasses and a saw? Clothes and special gear associated with an array of different professions appear on a clothesline, with an accompanying four line stanza asking the reader to guess what job that person does. Turn the page, and the worker wearing and using the featured items is revealed.

ISBN 1-58089-251-5

Lesson Purpose

- To provide experiences that can be used as the basis of prior knowledge
- To support student's visual and text based observations linked to comprehension
- To offer experiences that help establish visual literacy skills

Materials Needed

Before Class

Lesson Plan

1. Show the cover of the featured book. Ask what is clothesline and what is it used for? What are clues? What are jobs? Have the students discuss some jobs they know about.

2. Read aloud the featured book stopping to let students predict which job the clothesline clues fit. Have the students point to the items listed in the text found on the clothesline. Define the following words as needed as the story is read: uniform, whisk, smock, beret, canvas, easel and suspenders.

3. Show some of the Comp Kid Characters and ask which job each one represents and what items they would put on a clothesline as a clue about this Character's job.

4. Optional, read the second book in this series called Clothesline Clues to Sports People Play.

Technology Tips

- www.charlesbridge.com publisher has free activity guide to go with the featured book
- www.teacherspayteachers.com have a few materials to go with the featured book
- www.pinterest.com has many materials and ideas to go with this book
- https://storytiming.files.wordpress.com has visuals to go with story

Kindergarten

Compare and Contrast - The Kids

Lesson Purpose

- To provide metaphors inherent in the thinking process for comprehension using real-life connections
- To offer multisensory supports for abstract concepts
- To support long term memory through the use of color dominance
- To furnish an ongoing cognitive connection for comprehension strategies

Materials Needed

- Medical Doctor and Veterinarian Comp Kids Characters
- Class sized Interactive Graphic Organizer - optional

Before Class

1. Make a class sized Interactive Graphic Organizer – see Interactive Graphic Organizer lesson plan for directions

Lesson Plan

1. Display the characters one above the other as seen in the photograph at the end of this lesson. [The Kids were not created for constant handling] Ask what career or job each of the characters represents. Optional - have students sing the Compare and Contrast song again. Then move the discussion as to how the two characters are similar/alike (compare). Post the things that are the same to the Interactive Graphic Organizer. The teacher can emphasize that these things can be **compared** because they are alike. Typically, students will focus on the visual similarities in the characters. Try to move the discussion to how what each character does in their work that is the same. Medical doctors and Veterinarians both: see patients, diagnosis medical problems, give medicine/shots, perform surgery, provide for wellness of clients and attend medical school to become licensed.

2. Using the same technique as described in #1 to focus the discussion on how these characters/careers are different.

Medical Doctors: treat one type of patient; use a central hospital for their sickest patients; prescribe medicine; and have nurses as assistants

Veterinarians: treat many different kinds of animals as patients; have their own hospital/clinic; dispense medicine and have technicians as assistants

Here teacher's emphasize that these things are things that **contrast** because they are not the same –they are different.

3. In conclusion, the teacher demonstrates the metaphor for this skill. She draws attention to one of the comparisons such as each has a medical bag. The teacher asks the students what the new word is for alike/same (compare). Repeat the demonstration using the dog and the shot as a contrast.

4. Post the characters where students can refer to them on their own. In addition, draw attention back to the characters when students need a reminder of the meaning of comparing and contrasting.