

Lesson Plan Template (Long Form)

Student Teacher's Name Emilie Schultz **Level** 3rd grade

Subject Writing **Name of Lesson:** Sarah Plain and Tall figurative language lesson plan day 1

Period/Time 30 mins

I. Goal: Find figurative language.

II. Objectives:

Students will be able to identify figurative language.

III. Adaptations for Diverse Learners

IV. Materials:

- Book Sarah Plain and Tall
- White board
- Writing paper

V. Procedure:

A. Set / Hook

Write "the rain is like a sheet" on the board.

B. Transition

What does this mean?

This means that the rain falls from the sky and it looks like sheets. It covers the ground and it makes it hard to see especially when driving. Have you ever looked out the window of your house or of the car and had a hard time seeing?

C. Main lesson

Figurative language is a comparison of two things using the words "like" or "as". Examples are "the bread is as hard as nails," "the river is as dry as a bone," and "the clouds were like pillows."

Lets pull out our Sarah Plain and Tall books.

The author uses these to compare two things in an interesting way that puts a clearer image in the reader's head. Lets look through our books and try to find figurative language. When you find one write it down on your paper and make sure that you write the page number of where you found it.

Can you see the pictures the author is trying to give you as the reader? Pictures are great ways for authors to show instead of tell the reader information.

D. Transition:

Tomorrow we are going to start out book. We are going to use these figurative languages that we found in our books to make a figurative langue book.

E. Conclusion

So what did we talk about today? What is figurative language? Can you tell a partner? Tell your partner what your favorite figurative language that you found in the book.

Don't loose your writing sheet because we are going to use that tomorrow.

VI. Assessment: Students listen and work together. Students find 3 figurative language in book.

VII. Assignment: Find at least 5 figurative language sentences in book.

VII. Self Evaluation: (On Back)

IX. Coop's Comments: (On Back)

Lesson Plan Template (Long Form)

Student Teacher's Name: Emilie Schultz **Level** 3rd Grade

Subject: Writing **Name of Lesson:** Sarah, Plain and Tall Figurative Language Day 2_

Period/Time 30 minutes

I. Goal: Understanding figurative language and how they give readers pictures while reading.

II. Objectives: Students will be able to pick good figurative language pieces from their book. Students will be able to draw pictures for their figurative language pieces.

III. Adaptations for Diverse Learners

IV. Materials:

- Book Sarah, Plain and Tall
- Journal pages
- Coloring pencils

V. Procedure:

A. Set / Hook

Show completed figurative language illustrated page.

B. Transition

Can you pull out your pages from yesterday from your seatwork folder.

C. Main lesson

Today we are going to pick the best figurative language pieces that we found in our books. We are going to pick 5 different sentences. These 5 are going to be illustrated. I want these five to be figurative similes and not just common ones. I want the pictures to explain the simile.

We are going to make a book of our figurative language from Sarah, Plain and Tall.

For each figurative language, we are going to draw a picture. This picture is going to correspond to the statement that you pick. This picture can be a literal representation of the simile or it can be the actual definition of the simile.

I want you to use scratch paper before drawing on the final copy. I want you to have a rough copy and a good idea of what you are going to draw before getting your final journal pages.

When you have your rough draft done then you may ask for a final journal page to draw on and to write the simile on the bottom of the page.

D. Transition:

Now you are free to work on your own and you can ask for help or ideas if needed.

E. Conclusion

So who can tell me what a simile is? Two unlike things being compared using the words "like" or "as". Now make sure that these pages get put in your seatwork folder and you keep them for tomorrow. Tomorrow we are going to finish our pages and put our book together and them if we have time present them to the class.

VI. Assessment: Students answer orally to questions, work together, work independently, and complete 5 simile drawings after today or tomorrow.

VII. Assignment: None

VII. Self Evaluation: (On Back)

IX. Coop's Comments: (On Back)

Lesson Plan Template (Long Form)

Student Teacher's Name Emilie Schultz Level 3rd grade

Subject Writing

Name of Lesson Sarah, Plain and Tall Simile Book making Day 3 Period/Time 30 minutes

I. Goal: Complete simile book as a class.

II. Objectives: Draw final pictures on journal paper. Students will use their best handwriting. Students will follow directions to make and form books.

III. Adaptations for Diverse Learners

Keep on task and encourage to do their best.

IV. Materials:

- Sarah, Plain and Tall
- Construction paper
- Journal page
- Color pencils
- ELMO
- Simile worksheet
- Wordsearch

V. Procedure:

A. Set / Hook

Show example of completed book on ELMO.

B. Transition

Please pull out you pages from yesterday form you seat work folder.

C. Main lesson

Today you are going to finish your drawings.

When you are done you get construction paper form the back table. We will staple the pages inside the construction paper. Then write a title on the front cover. Ex: Blake's Simile Book or Sarah, Plain and Tall Simile book.

Once you are done with your book and your name is on the book than come to the counter and get a word search and a fill in the blank pages. Please complete these worksheets.

Once everyone is almost done we will present them to the class if students want to. We will use the ELMO to do this.

D. Transition:

Now you can put your books in your mailbox, unless Mrs Robbins wants to see them.

E. Conclusion

Who can tell me what a simile is? Who can name one?

Did you enjoy this project? I enjoyed doing this with you and you all did very well.

VI. Assessment: Students followed directions, stayed on task, answered my questions, completed a book with 4/5 similes that are illustrated with covers.

VII. Assignment: None

VII. Self Evaluation: (On Back)

IX. Coop's Comments: (On Back)

Emilie Schultz
ED 461

Capstone Reflection Paper

Professor: Holly Kamprath

Cooperating Teacher: Sue Robbins

Grade: 3rd Grade

Location: Lutheran South Academy Houston, Texas

Dates: 5/16/11-5/18/11

Subjects: Reading and Writing

Brief Summary

Lutheran South Academy (LSA) is located on the south side of Houston. Although it is a Lutheran school not all the students are Lutheran or even Christian. LSA is known for its academics and great education. The families who send their students to LSA pay a high tuition. They receive a Lutheran education and a private school class size. The teachers care about their students and form relationships with the students and the families. The school is preK-12th grade. The Lower school is preK-5th. There are two sections or classes of each grade. The third grade classroom I was in had 9 boys and 9 girls. This is a typical class size if not small class size for LSA. Normally they have small class sizes of under 25 students in the lower school. In the middle school classes increase in size to about 60 or 70 instead of 40 or 50 in the lower school. Then in the high school the class total size is between 70 and 90 students. Still each classroom has about 20 students in it at a time.

The students in my classroom are all middle class or upper middle class. I know that some of them are not Christian. I also know that some of them are from other countries or have visited family in other countries, like England and Korea. These children have many opportunities available to them. These children also had a desire to learn and be at school. Even though it was only two weeks

until the end of school they were still behaving very well. They were in a routine and they listened to their teacher and followed their routine. They were not as crazy and uncontrolled as I thought they were going to be. All the teachers were telling me that this was a crazy time to be doing this. The principal, Debbie Baacke, even warned me that the kids were “crazy” but that I could handle them. I was very impressed with them at staying on task and following directions. It was not as crazy as I was expecting. Although they still only had 7 days left of school when I left on Wednesday. This was starting to affect them. All together the school has great academics and a loving and caring environment for students and teachers.

Analytical Reflection

My hooks were weak. I tried to figure out a way to do this. I was after another part that the teacher taught. It was hard for me to find a hook that is useful for the students as well as engaging. The hook that was good was actually showing them my drawings of smilies before they started to draw theirs. This gave me a frame of references to use with them all through the lesson. Also on my first lesson I wrote on the board “the rain is like a sheet.” This allowed me to use this simile all week as my example and it also was something they could relate to. It rains in Houston very hard and it makes it hard to see. These students understood that and although it had not rained for many weeks they still remembered what rain looked like when it rained like a sheet.

Tapping into prior knowledge was like using the rain simile. They understood that without much coaching. I think that I could have done more when it came to tapping into prior knowledge. This is an area that I will need to work on in my student teaching.

Setting a purpose was better on day two and three because they knew that we were going to make a book with our similes. Day one I should have told them that we were going to make a book. I also could have had several different activities they could do with their similes. I was only thinking book but other projects could have been done with more time. Having the student set the purpose is best but in these lessons I set the purpose for them.

Vocabulary strategy that I use was repeating. I repeated the word simile and I used it in every lesson. They had heard the word before but not in this type of setting. My goal changed as the lessons went on to getting them to know the word simile and what it meant and if they could find them in their story. I started and ended each lesson with a review and I made sure that they told me what we learned today or yesterday and the definition of a simile. This caused them to use the vocabulary and to define that word. I could have had more vocabulary words but in such a short amount of time it was hard to make sure they knew those words and know the specific vocabulary word for these lessons, simile. Comprehension was checked by questioning the students individually, looking at their pictures, making sure they stayed on task, answering their questions to clarify, and whole group questions. These worked very well for these students. They understood and I think that they learned in these lessons.

Methodology was questions, whole group time, partner time, individual time, art with illustrations, vocabulary, reviewing, and modeling. These methods worked well in the classroom. They were very independent students and they liked to work by themselves and took pride in their work. The students responded to the methods that I choose to use in my lessons. The students liked to see my example of a simile illustration. This allowed them to get an idea of how to draw the similes.

The organization of the lessons flowed well. The questions and the transitions work with the students that I had. I had a good plan and I felt that I followed it well. I did know what I had planned and although I did not read directly from my plan I knew what to do. I followed my plan and I worked well.

Assessment was minimal and informal. I checked in with each child to read their simile choices. I made sure that they were on track and understood where to find simile in their book. I gave them support where they needed it and I guided them on their own paths to make their books. Assessment in these lessons were questions that I asked daily and informal observations of the

students and their work. The teacher also walked around to see what the students were doing. She read their similes and their illustrations to see if they were on track and understanding. Also staying on task and working with their partners was apart of their assessment. Each child got one-on-one time with me and I was available to answer questions for them to allow them to understand and learn.

Class management was very easy for me. The students were well behaved and listened to me even when I was not in front teaching. The students were willing to do whatever I asked of them. Some of them were eager to answer questions and others were a bit more hesitant. Each child was open to have me walk around and read and see their work. The students were very good and stayed on task even with it being only a week or so from the end of the school year. The school itself was a bit crazy and the teachers were more laid back and just trying to make it through the next week. The students in the whole school were crazy and excited for the end of the school year. The students in my class were very good and controlled in their classroom. Their was a routine and they followed it like clock work. I was very impressed and happy to see how the children respected me and each other.

The pacing went quicker than I thought. I had a plan for the three days. That plan had to be reworked a little. It started on day one, the students found at least 4 similes on the first day. I was expecting them to find only 2. Then on day two they started to illustrate their similes. They did scratch work and then they drew on their final pages. This made day three quicker and I had to find other things for them to do with their time on day three. I had made a word search with words from their novel. This allowed those who finished early to do another fun but still educational. This allowed the students to still be busy and not causing problems. This lowed my discipline and class management problems.

Holistic Reflection

This helped me see what it was like to plan for a third grade. I had never taught third grade

before. Knowing that my student teaching is going to be in 2nd and 3rd grade, I am now ready for them. I feel more prepared for the demands of teaching and seeing how my lesson plans are actually taught. I can see how I improvise in front of a class and how I can think on my feet. I do need to remember to look up and find out the answers to questions that I did not know. After this experience I feel capable of being in front of a class all day being their teacher. I feel that I write good lesson plans and I follow them as much as possible. The students seem to have learned and had fun with my project. I felt like their teacher and useful to them. In all this experience was beneficial for me to see my self as a teacher and calm any fears that I had about teaching.