

Interactive Read Aloud Lesson Plan Template

Name: Audrey White
Date lesson will be taught: 10/13/2021

Grade Level: Deaf Preschool/Kindergarten Class

Title of Book: "Little Elliot, Big City"

Author: Mike Curato

Illustrator: Mike Curato

Book Selection Considerations:

I observe and assist in the deaf Preschool/Kindergarten class at Deer Creek Elementary. Since Ms. Becky's students are so young and just starting to read, I asked her for suggestions on what book to select. The teacher suggested one of her favorite books "Big Elliot, Little City," since it is engaging and incorporates several of her student's sight words. This is a nonfiction book about a small elephant living in a big city. It is a short book since it only takes five to ten minutes to read, and it is simple making it easy for emergent readers to understand. The main goal of this lesson was to engage the students and get them excited about reading. Another goal was to review signs they already knew and learn new ones as we encountered them. This lesson addresses the Prekindergarten TEKS III.1.A which states that the "Child engages in pre-reading and reading-related activities."

Book Summary:

"Little Elliot, Big City" tells the story of a small elephant named Elliot and his life in the big city. Elliot loves living in a big city. However, since Elliot is so small, he experiences many challenges living in such a large city. For example, Elliot has difficulty opening doors, catching a cab, and ordering a cupcake. Elliot is so sad; however, everything changes when Elliot meets a friend even smaller than him-a mouse. Elliot helps the mouse get food, which makes him feel "like the tallest elephant in the world!" The mouse and Elliot accomplish a lot of things together such as finally ordering a cupcake. In the end, Elliot was so happy to have a friend.

Book Introduction:

“Hi class! Does everyone have a favorite animal? (**Ask each student to share**) Wow those are such cool animals! Today, we are going to read a book about an elephant. Who has seen an elephant before? (**Ask students to raise their hands**) They are so cool! Today’s book is called “Small Elliot, Big City.” (**Show cover of book at this point**) Are elephants usually small or big? (**Ask a volunteer to answer**) That’s right! Elephants are usually huge, but today we are talking about a small elephant in a big city. Can anyone tell me what a city is? (**Ask a volunteer to answer**) That’s right! A city is a large town where a lot of people live and work. How do you think a tiny elephant likes living in a huge city like New York City? (**Ask a few volunteers to answer**) Let’s read the book and find out!

During the Reading:

Comprehension Strategies

1. I will first stop after the title page.

Brief description: none needed at this point.

Comprehension/schema building question: What do you think will happen in this story?

(Prediction)

2. I will stop after “Little Elliot loved living in a big city,”

Brief description: So far, we know that Elliot is an elephant who is different in many ways.

Comprehension/schema building question: Why do you think Elliot loves living in the big city? (Drawing conclusions)

3. I will stop after “but sometimes it was hard being so small.”

Brief description: We know Elliot loves the big city.

Comprehension/schema building question: Why do you think it can be hard for Elliot to be so small in the big city? (Prediction)

4. I will stop after “... and something even better!”

Brief description: Elliot had such a hard time living in the big city, but he finally got the cupcake he wanted!

Comprehension/schema building question: What else did Elliot get that was even better than the cupcake? (Drawing conclusions)

Vocabulary

1. Trouble: to take great effort or extra work. Elliot had “trouble” opening the door because he is not tall enough. He had to work super hard to stand on his tippy toes and reach the doorknob.
2. Challenging: hard or difficult. Simple tasks such as opening the fridge were “challenging” for Elliot because it was hard for him and not easy.
3. Treasure: money or valuable items. When Elliot found “small treasures” in the story, he found rings, toy cars, and coins. These are considered “treasures” because they are valuable to him.

After the Reading:

Conclusion: After the reading, I will ask the students why Elliot seemed so frustrated and upset in the beginning. I will also ask the students how Elliot’s emotion changed throughout the story and how he was feeling at the end. After, I will conclude by saying something along the lines of “That’s right! Elliot was so sad until he met the mouse, and they became best friends! Even though they are both small, they worked together and were able to accomplish a lot!”

Interactive Read Aloud Lesson REFLECTION

- I. What did you learn about the students? Include information about how you supported ELL and/or students with special needs.

I was thoroughly impressed by how focused and motivated these young four-year-old and five-year-old boys were. They were attentive to me and the story rarely getting distracted by one another. I used the projector to display the book in a way that all students could see the words and pictures. This freed up my hands to sign each word was beneficial to their learning, since it allowed them to

receive full access to the words written in the story. My time in the deaf classroom has taught me the importance of manipulating my lessons to accommodate their unique needs mainly by making my lessons as visual as possible.

II. What did you learn about your teaching?

I left this lesson feeling more confident in my teaching and signing abilities. I was surprised by how quickly I could understand the students' signs and answer their questions completely and fluently in sign language. I am also proud that I was able to keep a group of six young boys engaged in the lesson and eager to learn. Overall, I think it went better than expected.

III. You began the lesson with a detailed and thoughtful plan but teaching does not always go according to plan. Teachers make hundreds of "in-the-moment" teaching decisions every day. What "in-the-moment" teaching decisions did you make? Were they effective and how do you know?

Most of my lesson went according to plan, however, there were a few words that the students did not know which I had originally expected them to know. For example, they did not appear to understand what a bakery was. So, I quickly adapted and explained that "a bakery is a place that makes breads, cupcakes, cookies, and all sorts of yummy things."

IV. What you would do differently the next time you read aloud to students? Why?

If I had more time next time, I would spend several minutes before the lesson reviewing the vocabulary words and any signs with which the children were not familiar. This would minimize confusion and maximize enjoyment during the reading time.

Name: _____

	10 Points— Exceeds Expectations	8-9 points—Meets Expectations	5-7 Points— Below	0-4 Points— Unacceptabl
Book Selection & Summary of the Book	Relationship between lesson objective and text selection is clearly explained. There is a direct connection between the TEKS and the lesson objectives.	The book selection criteria is stated and explained clearly and effectively. A summary of the book is thorough and informative; providing the main “plot” or theme of the story.	The book selection criteria and summary require more detail/ explanation.	The book selection criteria is missing or inadequate.
Lesson Introduction	A thorough explanation of how the book will be introduced is included in the lesson. The teacher skillfully activates background knowledge and elicits predictions and engages all students in meaningful conversation prior to the reading.	An explanation of how the book will be introduced is included. The teacher activates background knowledge and encourages students to make predictions. Most students are involved in learning. This portion of the assignment is scripted.	An explanation of how the book will be introduced is adequate. Some students are involved in learning.	An explanation of the introduction of the book is not included or is not adequate.
Comprehension	The lesson <u>exceeds</u> expectations in each of these ways mentioned to the right.	The teacher adequately supports comprehension BEFORE, DURING, and AFTER the reading. The teacher stops at appropriate places, and supports a <u>variety</u> of comprehension	The teacher attempts to support ongoing comprehension, but some areas need	The teacher did not support ongoing comprehension
Vocabulary	The lesson <u>exceeds</u> expectations in each of the ways mentioned to the right.	The teacher identifies 2-4 Tier 2 vocabulary words from the story/poem and thoroughly explains how he/	The teacher attempts to develop vocabulary,	The teacher did not support vocabulary
Reflection of Teaching	The lesson <u>exceeds</u> expectations in each of these ways mentioned to the right.	The teacher includes a detailed reflection that thoroughly addresses each of the reflection questions. Each response is supported with specific examples from	The reflection does not adequately address the reflection questions.	The reflection is vague and does not provide details or examples.

Comments: