**Caleb Knudsen’s Shel silverstein Lesson Plan**

**Age Level: 1st Grade**

**Subject(s) Area: Language Arts Education**

**Materials Needed: *Shel Silverstein’s Falling Up, A Light in the Attic,* and *Where the Sidewalk Ends***

**Pens and Pencils**

**Paper**

**Optional: Scissors and glue**

**S**tandards**:**

**RL.10.1: With prompting and support, read prose and poetry of appropriate complexity\* for grade 1.**

**RL.2.1: Retell stories, including key details, and demonstrate understanding of their central message or lesson.**

**O**bjectives**:**

**By the conclusion of the lesson, students will possess the capability to retell key details of a text through a mixture of visualization, reading, and listening.**

**Students will demonstrate their comprehension of the text through a drawn interpretation and a retelling of what they gained from the poem or story.**

**L**earning Activities:

To begin the lesson, the instructor should present an illustration or two that describes one of the poems or short stories from the book(s) being read. This will build students’ anticipation for the upcoming lesson and likely connect with the visual learners in the classroom. The teacher will ask what the students see, respond to the answers, and finish by describing what the illustration was intended to be.

After the opening element, the teacher is to open one of the books and find engaging poems to read to the students. (Note: The book does not have any inappropriate poems or short stories and discretion should be utilized if other pieces of literature are added to this lesson) After reading 5 or 6 short excerpts, the instructor will ask the students which poem they enjoyed most, addressing key themes and concepts in these stories.

After discussing these concepts as a class, the teacher is to move on to the drawing portion of the lesson. Students will be asked to illustrate the poem or story they found most fun or interesting. If, for some reason, students feel the need to find a different poem to illustrate, they will be given the opportunity to search through the books to find one. (Note: Students must be given a time frame so they do not spend the entire class reading poems) Students will be given time to work on their poems and can share with one another within their learning groups.

Conclusion: To wrap up the activity, students will have the opportunity to share in front of the class. Any students who finish early can share, give further detail on their illustration, or find another poem to illustrate. Bonus activities can include a number of writing and drawing activities related to poetry, and in particular, Shel Silverstein.

Differentiation: While many students will be excited about the illustration portion of the activity, it is very possible that there will be students who prefer to use words to reiterate the content of their poem, the objective of the lesson is to guide the students towards visualizing the story, so try to keep close to this path. However, the option for the student to do both can be given in the form of a draw and caption activity, allowing for the student to better understand the words spoken. It is also important to note that some students may be unwilling to present their project, encourage them to share within their small groups, giving them the social aspect of the lesson while slowly guiding them towards the larger scale speeches and presentations. If students learn better alone, this lesson can be done as a journaling activity, allowing for the student to delve further into the poem and helping the teacher to assess their comprehension.

**A**ssessment:

 **Formative: As students are working, the teacher will note how the students are listening, whether or not they are engaging their classmates, and whether or not they are sketching images relevant to the text. As students work it will be encouraged for them to talk or demonstrate their understanding of the literature to their teacher or to their learning partners.**

 **Individual Measurability: Each student will be given opportunity to further demonstrate their comprehension of the story or poem they have chosen. For example, some students will finish their lesson quickly but have little detail, if this occurs, ask the student to continue drawing or to draw a new picture. Regardless, students will be assessed on their participation and engagement based upon their individual personality and learning style.**

 **Summative: As their summative assessment, students will be asked to in some way interpret the images they have drawn. Whether this assessment is done through journaling, presenting, discussion, or other means will depend on the student and his/her learning style.**

Reflection:

**After the lesson I realized the incredible difference in each student’s learning. None of the students had any troubles understanding the poems. While some showed disinterest while the poems were being read, they opened up as soon as the concept of drawing came into play. The lesson had plenty of time but would have flourished far better had it been part of a poetry or literary arts unit. Overall, the students enjoyed having the opportunity to retell the poems and share their drawings with one another.**