EdTPA Task 1 Planning

Setting
Kindergarten
Context for Learning

Provide a response anytime you see the [ sign.

Context for Learning Information Directions: Respond to the prompts below (no more than 3 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. In what type of school do you teach?
   - Elementary school: [ X ]
   - Middle school: [ ]
   - Other (please describe): [ ]
   - Urban: [ ]
   - Suburban: [ X ]
   - Rural: [ ]

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
   - The students are immersed in Spanish in one classroom for every grade.
   - Classroom aides are provided for part of the day in classrooms.
   - Each grade does team planning, and works together as one unit.

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.
   [My teachers do not use the county pacing guides. They found that the flow of the lessons they used last year worked so they go by that. This might be difficult for me because I am unaware of what standards are taught when. Also, my teachers team plan and it makes it rather difficult to create my lessons since I am not there every day. I am hoping that when I student teach, I will at least be heard enough so that my input can be incorporated. My CT is also not big on differentiating instruction because it will throw off the students. I want to differentiate for my students and get them to succeed.]

About the Class Featured in This Assessment

1. How much time is devoted each day to literacy instruction in your classroom?
   [My CT reads a story for almost every lesson or mini lesson she teaches. She also has a designated time every day for shared reading, reader’s workshop, word study/literacy centers, read aloud, interactive writing/writer’s workshop, and author study. Those literacy subjects account for about two hours and thirty minutes. Also, snack time is always story time for the students.]
2. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

[For reading centers students are grouped solely on their ability to get alone with one another. For reading partners, students are placed with students who are on a similar reading level and that they are able to get along. For word study students are grouped based on their levels. Students will receive different word sorts depending on their reading level. The groups allow students to work with one another and help one another. It also allows the students to get to know all of their classrooms and create a close community.]

3. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

[There is no textbook used for instruction or instructional program. The kindergarten teachers get together and decide what standards are to be taught and how. Then they go back and see what books they have in their classroom libraries that would work well with the standard and lesson being taught.]

4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, on-line professional resources) you use for literacy instruction in this class.

[There is a Promethean Board in the classroom as well as a white board. The white board is not used for anything but the word wall and bulletin boards. The classroom library accounts for most of the resources for the lessons taught. They are essential to the students' learning.]
About the Students in the Class Featured in This Assessment

1. Grade level(s) [Kindergarten]
2. Number of
   - students in the class [19]

3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

<table>
<thead>
<tr>
<th>Learning Needs Category</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, and/or Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmentally Delayed</td>
<td>1</td>
<td>Sits close to the teacher, traces words, give more cues to student, student is given a choice of items to help him behave on the carpet, pulled out for occupational therapy and resource.</td>
</tr>
<tr>
<td>Developmentally Delayed</td>
<td>2</td>
<td>Sit close to teacher, trace words, gets pulled out for occupational therapy.</td>
</tr>
<tr>
<td>Speech Language Impaired</td>
<td>1</td>
<td>No accommodations. Goals are to regulate volume of voice, and work on his language/conversational skills.</td>
</tr>
<tr>
<td>Repeating Kindergarten (PEP)</td>
<td>2</td>
<td>Students are being given the chance to prove themselves before placing accommodations. So far neither student seems to need the PEP.</td>
</tr>
<tr>
<td>ADHD</td>
<td>2</td>
<td>The students take medicine at home but other than that there are no accommodations put in place.</td>
</tr>
<tr>
<td>ESL</td>
<td>1</td>
<td>Student is in first grade but brought back into our kindergarten classroom every day for literacy. He is in our classroom for half of the day.</td>
</tr>
<tr>
<td>Struggling Reader</td>
<td>1</td>
<td>Although student is not labeled, he is a first grade student who comes to our kindergarten classroom for literacy so that he can catch up.</td>
</tr>
</tbody>
</table>
1. Central Focus
   a. Describe the central focus and purpose for the content you will teach in this learning segment.
   [The central focus for this set of lessons is identifying settings in a story. Knowing the setting of a story is crucial for a student if they want to comprehend the current story they are reading. It helps a child understand what they are reading and it allows them to make more connections. Students are also able to put a picture in their heads.]

   b. Given the central focus, describe how the standards and learning objectives within your learning segment address
      - an essential literacy strategy:
      - requisite skills:
      - reading/writing connections:
   [The essential learning strategy for this learning segment is setting, an essential story element that they need to know. By teaching them what a setting is and modeling it for them, they will be able to comprehend a story. Details are important to understand and the setting is a large detail. The setting is a main part of the book and the students need to be able to identify the setting.

   The requisite skills that students should have in order to be successful are print concepts so that they can look back at the book if necessary and understand. Students should also be able to “read the pictures” and/or read words. Students can determine a setting based on a read-aloud and/or story images and backgrounds.

   This learning segment focuses on reading in that it is a story element that is constantly being addressed since it is crucial to the storyline.

   This learning segment focuses on writing in that kindergarten students are still learning to write and spell. For this reason, the objective requires the student to identify and draw the setting. This means that even if the student is a bad speller, they can still understand the concept and I would know that because they drew the setting. Drawing is the basis for writing and therefore students are using their building blocks to writing.]

   c. Explain how your plans build onto each other to help students make connections between skills and the essential strategy to comprehend OR compose text in meaningful contexts.
   [These plans build onto each other during this learning segment. In the first lesson plan students are given the definition of a setting and it is modeled for them. They then work in groups to illustrate a setting they were given. As a class they order the setting drawn. Then they go back to their seats and draw their favorite setting.

   In the second lesson students are continuing to practice, furthering their knowledge on the concept. A new book with multiple settings is introduced to show how you can find the setting in any book. Hand movements and a different cadence in the book create a lesson with new multiple intelligences included to further learning.

   In the third lesson, students are introduced to more multiple intelligences to understand the concept. This helps to build on the concept and allow for the students to really grasp setting.]

2. Knowledge of Students to Inform Teaching
For each of the prompts below (2a–b), describe what you know about your students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. Prior academic learning and prerequisite skills related to the central focus—What do students know, what can they do, and what are they learning to do?

[Setting is one of the main, and basic, story elements. Therefore, the prerequisite knowledge that students need to know is how to read the pictures. Children’s books have illustration that are vivid at times and can tell the reader a lot about the story. For example, if there is grass and a light blue sky then the reader knows that the story takes place outdoors on a sunny day. They are learning to take those images and see where the story takes place. If students have the prerequisite knowledge of reading words as well then they will also learn how to use the words with the images to identify the setting.]

b. Personal/cultural/community assets related to the central focus—What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?

[On the last day, students have enough of the concept to be able to hear a peer’s personal story and have decide what the setting is. This allows the students to do what they love at this age, tell stories, and it also allows the class to practice the concept. It makes it personal for them and since they might have similar experiences, they are forced to think about setting in their own lives, even when a peer is sharing. This also allows for different cultural backgrounds, and values of students to show.]

3. Supporting Students' Literacy Learning

Respond to prompts 3a–c below. As needed, refer to the instructional materials and lesson plans you have included to support your explanations. Use principles from research and/or theory to support your explanations, where appropriate.

a. Explain how your understanding of your students’ prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials.

[I understand that my students speak Spanish, or have trouble learning concepts. Students from homes where the language and culture is different from that of the school’s makes learning difficult for the students. (Sheets, 1999) With this lesson, I decided to satisfy the need for multiple intelligences. My ESL student doesn’t know much English but if he is taught a catchy song then he will sing it. That is why I chose We’re Going on a Bear Hunt. It is a book that has a catchy rhythm to it and as shown on the final day, it can be sung. Between the three days, he should pick up the concept by hearing the singing. The music was also chosen for my other struggling learners. I made sure that they had a variety of activities to do in order to understand setting. They are singing, working in groups, coloring, drawing, watching, and moving with the three days. One of my students gets very distracted easily, so I made lessons that allow them to move around as often as I could. The three lessons are active and engaging in order to keep the students’ attention.]

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs.

[The incorporation of multiple intelligences (Gardner, 1991) not only helps my struggling students, it helps all students in my class. They also work together to help one another out. This creates a strong community classroom and allows for whole group instruction to be more effective. ]

c. Describe common developmental approximations or common misconceptions within your literacy central focus and how you will address them.

[A setting might become confusing for students and therefore I will have them explain the setting to me at]
points in the lesson when necessary. Another misconception might be that culturally, a setting might be foreign to them. I have to make sure that I am taking part in Culturally Responsive Teaching and that I am taking into account that I need to adjust instruction to best teach my students. (Ladson-Billings, 1994) If this is the case I will handle it by briefly talking about the culture and how it relates to the setting. I will also alter my instruction to incorporate the culture and encourage learning.

4. Supporting Literacy Development Through Language

   a. Language Demand: Language Function. Identify one language function essential for students to learn the literacy strategy within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment:

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Argue</th>
<th>Categorize</th>
<th>Compare/contrast</th>
<th>Describe</th>
<th>Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret</td>
<td>Predict</td>
<td>Question</td>
<td>Retell</td>
<td>Summarize</td>
<td></td>
</tr>
</tbody>
</table>

   b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function. In which lesson does the learning task occur? (Give lesson/day number.)

   [Every single one of my lessons allows the student to describe the setting of a story multiple times. Whether they are describing it through images or verbal words, the setting is shown, or heard, with details. In lesson one, the students are working together to create a setting scene and then describe it to the class. Later on in the lesson they are drawing their favorite scene on their own as well. On day two and three they have the same independent practice, only slightly different. All three days, they end with a illustration of at least one setting.]

   c. Additional Language Demands. Given the language function and task identified above, describe the following associated language demands (written or oral) students need to understand and/or use.

      - Vocabulary or key phrases
      - Plus at least one of the following:
        - Syntax
        - Discourse

   [A key vocabulary word is setting. There is syntax when students attend and pay attention to the arrangement of words in the story. Students use images and words to identify the setting of a story.]

   Consider the range of students’ understandings of the language function and other demands—what do students already know, what are they struggling with, and/or what is new to them?

   d. Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt.

      - Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language identified in prompts 4a–c.

   [Most of my materials include blank paper because the students’ creativity is important and will help them to understand the concept more effectively. They are able to receive some freedom that will result in the instructor knowing how well the student mastered the concept. The video is an instructional tool that I chose because I know that my students work very well with songs and music. I chose a book with a rhythm that would catch their attention and help them remember the settings. ]

5. Monitoring Student Learning

   Refer to the assessments you will submit as part of the materials for Task 1.
[My students are constantly telling me the different settings of a story and answering informal assessment questions. I check their understanding as I go on with the lesson. I ask them to name a setting, or what a setting is, and so on. Questions that directly correlate with the lesson are asked multiple times. Formal assessments show me that the students are paying attention and can identify the setting. In order to draw a setting that relates to the book, they need to know the book as well as remember the pictures. This allows me to see whether the student has understood the concept of setting or not.]

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

[I have an inclusion class and it is extremely difficult to incorporate all specific learning needs realistically. Since I know this to be true, I attempt to plan lessons that covers a wide variety of ways to learn. Within the three days, I incorporated music, movements, groups, partners, individualized work, and so on. I tried to accommodate for as many students as possible this way.]
**Day 1 Lesson**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of Activities and Setting</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Focus and Review</td>
<td>Gather students on the carpet. Ask the students, “What book did we read at the end of the day yesterday during author study?” Provide enough wait time for students to answer and prompt if necessary. “What do you think the setting of the story might be? Take a second to think about it. Get it in your brain, and then turn and talk to you partner.”</td>
<td>3 min</td>
</tr>
<tr>
<td>2. Statement of Objective for Student</td>
<td>“For the next few days we are going to talk about the setting of stories and how important it is. This will help you to understand the stories you read better”</td>
<td>1 min</td>
</tr>
<tr>
<td>3. Teacher Input</td>
<td>“The setting of a story is where and when a story takes place. When we know the setting of a story, we can understand what is happening in the story better. Sometimes a story can have more than one setting and that is okay. To find the setting of a story we need to listen to the words and look at the pictures for clues. We need to zoom in on the pictures. We are going to read <em>Meerkat Mail</em> together and see if we can figure out what the setting is.” Begin to read the story. After reading the first page say, “Huh, let me see if I can use the picture and my words to figure out the setting. The picture has a lot of sand everywhere and there aren't any trees. I know that a desert has sand everywhere and only cacti. I also noticed that the Meerkat said mentioned the Kalahari desert. This must be where they are! Does everyone agree? Thumbs up or down. Okay so he is in the desert, let's keep reading and see if he stays there.” Read on, the next two pages the main character stays in the same setting although he moves to different parts of the desert. Point this out to students. The next place he visits is a farm. As the teacher turns the page,</td>
<td>15 min</td>
</tr>
</tbody>
</table>
stop and say, “This picture looks different than the others. I guess he went to a new setting. I see chickens, and chicken coops. There isn’t any sand all over. I wonder where he went to now. Where do you think he is? Turn and talk to your partner. Let’s read and see if it tells us.” Read the set of pages. “It says he was at the farm! The picture looks like a farm, doesn’t it? Let’s see if there are any more settings in this story?” Finish reading the story and picking out the different places the main character went. At the end of the story ask the students to name a setting from the story in order.

Now that we have gone through the story and found all of the settings that our Mongoose went to, we are going to get into groups and draw pictures of the settings.” Choose a student and have them tell you a setting from the story. When they tell you one, give that student two peers to work with on the setting they told you. Give the students seven to ten minutes to draw the setting on a large piece of paper. Gather students back onto the carpet. Have a group representative bring up the pictures. Work with the students to put the settings in the correct order of the story. Ask them, “Where did the Mongoose live? What was the first setting?” When students get it correct, have the representative with that setting stand to the class’s left. “Where did the Mongoose go next? What was his next setting?” Continue this process until all settings are in order. Review the setting and the order.

“Okay, good job! Now you are all going to go back to your seats and draw your favorite setting from the book. So think about what your favorite place the Mongoose visited. Get an image of the place in your head. Is it in there? Good now when I tell you to, go back to your seats and I will hand out the paper so you can get started. Make sure you can tell me which setting it is.”

| 4. Guided Practice | Now that we have gone through the story and found all of the settings that our Mongoose went to, we are going to get into groups and draw pictures of the settings.” Choose a student and have them tell you a setting from the story. When they tell you one, give that student two peers to work with on the setting they told you. Give the students seven to ten minutes to draw the setting on a large piece of paper. Gather students back onto the carpet. Have a group representative bring up the pictures. Work with the students to put the settings in the correct order of the story. Ask them, “Where did the Mongoose live? What was the first setting?” When students get it correct, have the representative with that setting stand to the class’s left. “Where did the Mongoose go next? What was his next setting?” Continue this process until all settings are in order. Review the setting and the order. |
| 5. Independent Practice | “Okay, good job! Now you are all going to go back to your seats and draw your favorite setting from the book. So think about what your favorite place the Mongoose visited. Get an image of the place in your head. Is it in there? Good now when I tell you to, go back to your seats and I will hand out the paper so you can get started. Make sure you can tell me which setting it is.” |
| 6. Assessment Methods of all objectives/skills: | Criteria for Mastery: Full Mastery:  
- Picture is relevant to the story and includes the scenery  
- Student can identify the setting  
Partial Mastery:  
- Picture is relevant to the story and includes the scenery  
- Student cannot identify the setting  
No Mastery:  
- Picture is not relevant to story  
- Student cannot identify the setting |
<table>
<thead>
<tr>
<th>7. Closure</th>
<th>“Who can tell me what setting is? How do we know what the setting is? Why should we know the setting of a story?” Call on students after each question is asked. So the setting is where and when a story takes place. We can find the setting by reading the story and by looking at the pictures for clues. We need to know the setting so that we can understand the story we are reading.</th>
<th>3 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Assessment</td>
<td>Results of all objectives/skills:</td>
<td>N/A</td>
</tr>
<tr>
<td>Targeted Students Modifications/Accommodations</td>
<td>Turn and talk is a part of the lesson so that all students, even the students who are developmentally delayed, will get a chance to participate and think. During this part of the lesson, the teacher will walk around and help the children who need extra help.</td>
<td>Student/Small Group Modifications/Accommodations</td>
</tr>
<tr>
<td></td>
<td>I would make sure that all students are grouped with peers that would be most beneficial to their learning. I would also put students in a group of four if necessary.</td>
<td></td>
</tr>
<tr>
<td>Materials/Technology:</td>
<td>- <em>Meerkat Mail</em> by Emily Gravett</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Large white paper/poster paper (5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Markers, crayons, and colored pencils (5 sets of each)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- White construction paper</td>
<td></td>
</tr>
</tbody>
</table>
Day 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of Activities and Setting</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Focus and Review</td>
<td>“Who remembers what we read yesterday? What was one of the settings from the story?” What for replies. Today we are going to read a new book and see if we can find the setting to this story.”</td>
<td>2 min</td>
</tr>
<tr>
<td>2. Statement of Objective for Student</td>
<td>“Today we are going to go over setting again and practice finding it in a story.”</td>
<td>1 min</td>
</tr>
<tr>
<td>3. Teacher Input</td>
<td>“The setting of a story is where and when a story takes place. When we know the setting of a story, we can understand what is happening in the story better. Sometimes a story can have more than one setting and that is okay. To find the setting of a story we need to listen to the words and look at the pictures for clues. We need to zoom in on the pictures. We are going to read <em>We’re Going on a Bear Hunt</em> together and see if we can figure out what the setting is. First you need to learn the hand motions!” Teach the students hand motions (refer to the video on the bottom for motions if necessary). Read the entire book through, stopped to model how you know the settings as you did the day before. “What happened in the story? What were some of the settings?</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Guided Practice</td>
<td>Where did they go first to look for the bear?” Wait for responses. When the student says the first setting correct, give them the large picture of the setting and have them stand next to you. Continue until all settings are given to a student and they are spread out around the room. Have the rest of the students line up and tell the story in order. Have them do all of the hand motions as they travel around the classroom and act out the book. They must travel to all settings in order. After going through the whole story, have students switch and allow the other students to act out the story.</td>
<td>15 min</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>5. Independent Practice</td>
<td>“Now I want you to think of a story about you. It might be a story about what you did on the weekend or maybe a story about when you went to Carowinds. Think of the story in your head. Then I want you to come get a piece of paper and draw me the setting of your story. We will be sharing our stories with a partner so make sure your picture goes along with your story.”</td>
<td>10 min</td>
</tr>
</tbody>
</table>
| 6. Assessment Methods of all objectives/skills: | Criteria for Mastery:  
Full Mastery:  
- Picture is relevant to the story and includes the scenery  
- Student can identify the setting  
Partial Mastery:  
- Picture is relevant to the story and includes the scenery  
- Student cannot identify the setting  
No Mastery:  
- Picture is not relevant to story  
- Student cannot identify the setting | |
| 7. Closure | Have the students turn to their partners and share their story and picture of the setting. Then bring the together and say, “The setting is where and when a story takes place. We can find the setting by reading the story and by looking at the pictures for clues. We need to know the setting so that we can understand the story we are reading.” | 1 min |
| 8. Assessment Results of all objectives/skills: | N/A | |

**Targeted Students**

The hand motions to the song in the lesson is so that all students, even the students who are developmentally delayed, will get a chance to

**Student/Small Group Modifications/Accommodations**

I would make sure that all students are paired with a peer that would be most beneficial to their learning. I would also put students in a group of three if
participate and follow along. The cadence in the book presents students with a fun and catchy way to learn the story. The hand motions allow the students to remember the settings.

<table>
<thead>
<tr>
<th>Materials/Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <em>We’re Going on a Bear Hunt</em> by Michael Rosen</td>
</tr>
<tr>
<td>- Markers, crayons, and colored pencils</td>
</tr>
<tr>
<td>- White construction paper</td>
</tr>
<tr>
<td>- Pre-made large setting cards</td>
</tr>
</tbody>
</table>
## Day 3 Lesson

<table>
<thead>
<tr>
<th><strong>Subject:</strong> Kindergarten Reading</th>
<th><strong>Central Focus:</strong> Identifying the setting of a story.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Standard/Common Core Objective:</strong> CCSS.ELA-Literacy.RL.K.3- With prompting and support, identify characters, settings, and major events in a story.</td>
<td><strong>Date submitted:</strong> N/A  <strong>Date taught:</strong> N/A</td>
</tr>
</tbody>
</table>

**Daily Lesson Objective:** After discussing the setting of a story, students will independently create a setting map. To be successful, students will create a setting map with at least three relevant sceneries.

**21st Century Skills:**

- Creativity and Innovation

**Academic Language Demand (Language Function and Vocabulary):** Language function: Students are expected to describe the setting of a story through pictures and words.

**Prior Knowledge:** Students need to understand print concepts of a book as well having how to read the pictures. They should know how to zoom in on the images and pick out clues.

<table>
<thead>
<tr>
<th><strong>Activity</strong></th>
<th><strong>Description of Activities and Setting</strong></th>
<th><strong>Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Focus and Review</td>
<td>“Who would like to share their stories and pictures from yesterday?” Choose a handful of students to share. If a majority of the class would like to share, quickly put the students in groups of four or five to share with one another. Have the student just share their story. Ask the rest of the class what the setting of the story would be. Then check what the students think to the drawing the student created.</td>
<td>7 min</td>
</tr>
<tr>
<td>2. Statement of Objective for Student</td>
<td>“Today we are going to finish up learning about setting………&quot;</td>
<td>1 min</td>
</tr>
<tr>
<td>3. Teacher Input</td>
<td>“The setting of a story is where and when a story takes place. When we know the setting of a story, we can understand what is happening in the story better. Sometimes a story can have more than one setting and that is okay. To find the setting of a story we need to listen to the words and look at the pictures for clues. We need to zoom in on the pictures. Everyone stand up and get warmed up!” Play the YouTube version of Michael Rosen reading <em>We’re Going on a Bear Hunt</em>. Have the students act out the story with the author. Ask students which setting was first, second, etc. Answers should include: a house, a cave, the river, and the grass.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. Guided Practice</td>
<td>“We’re going to create a setting map together of the story.” Open up the book to the first page. “So, the first setting is what? Good, the house. So let’s draw the house in this first box.” Continue this process for all of the settings in the story.</td>
<td>10 min</td>
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<td>5. Independent Practice</td>
<td>When you go back to your seats in a moment, you are going to create your own setting map. You have to include at least three settings from <em>We're Going on a Bear Hunt.</em></td>
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| 6. Assessment Methods of all objectives/skills: | Criteria for Mastery:  
Full Mastery:  
- Picture is relevant to the story and includes the scenery  
- Student can identify the setting  
- Three settings are present, even if they aren’t in order  
Partial Mastery:  
- Picture is relevant to the story and includes the scenery  
- Student cannot identify the setting  
- Two settings are present, even if they aren’t in order  
No Mastery:  
- Picture is not relevant to story  
- Less than two settings are present  
- Student cannot identify the setting |
| 7. Closure | “The setting of a story is where and when a story takes place. When we know the setting of a story, we can understand what is happening in the story better. Sometimes a story can have more than one setting and that is okay. To find the setting of a story we need to listen to the words and look at the pictures for clues. We need to zoom in on the pictures.” |
| 8. Assessment Results of all objectives/skills: | N/A |
| Targeted Students Modifications/Accommodations | Student/Small Group Modifications/Accommodations |
| The hand motions to the song in the lesson is so that all students, even the students who are developmentally delayed, will get a chance to participate and follow along. The cadence in the book presents students with a fun and catchy way to learn the story. The hand motions allow the students to remember the settings. | N/A |
Materials/Technology:

- Computer/YouTube

- [https://www.youtube.com/watch?v=0gyl6ykDwds](https://www.youtube.com/watch?v=0gyl6ykDwds) (YouTube video of book)

- *We’re Going on a Bear Hunt* by Michael Rosen

- Construction paper