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USTU 3400/EDUC 3130

April 11, 2014

### **Adapted Lesson Plan**

**Grade Level:** 3<sup>rd</sup>

**Date:** 4/11/14

**Teacher:** Mrs. Messerli

**Subject/Activity:** Applying Question-Answer Relationships to Pictures

**Core Curriculum Standard:**

- TN.CC.RL.3
  - RL.3.1 Key Ideas and Details
    - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- TN.CC.RI.3 Reading Standards for Informational Text
  - RI.3.7
    - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
- TN.CC.W.3
  - W.3.1
    - Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - W.3.1(a)
    - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - W.3.1(b)
    - Provide reasons that support the opinion.
  - W.3.1(c)
    - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
  - W.3.1(d)
    - Provide a concluding statement or section.

- W.3.2
  - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2(c)
  - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2(d)
  - Provide concluding statement or section.
- TN.CC.SL.3
  - SL.3.1
    - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - SL.3.1(a)
    - Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - SL.3.1(b)
    - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking on at a time about the topics and texts under discussion).
  - SL.3.1(c)
    - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - SL.3.1(d)
    - Explain their own ideas and understanding in light of the discussion.

**Materials:**

- *Zoom* by Istvan Banyai (Puffin Books, 1995) – 12 copies
- P-QAR for *Zoom* Printouts

**Objectives & Goals:**

- Students will...

- Categorize questions according to the four picture-question-answer relationships: *Right There*, *Artist and You*, *On My Own*, and *Putting It Together*
- Answer basic and inferential comprehension questions using the pictures in a text.
- Explain their reasoning when answering comprehension questions.

#### **Introduction/Lead-In:**

- Review yesterday's activity:
  - Remind students that yesterday we looked at a book with no words, just pictures and answered questions about the book that the students had to answer based on the illustrations.
  - Review types of questions: *Right There*, *Artist and You*, *On My Own*, and *Putting It Together*

#### **Direct Instruction/Guided Practice:**

- Teacher will put students in pairs to work together
  - The 3 ELL students will be grouped together to work with the teacher
  - The student with moderate CP will work with an educational assistant
- Hand out copies (1 per pair/group) of *Zoom* and P-QARs for *Zoom*
- Tell students that they will be answering the questions in their pairs (each needs to write their answers on their own sheet). They will need to identify what type of question it is (*Right There*, *Artist and You*, *On My Own*, and *Putting It Together*), write their answer, and write a short explanation of their reasoning.
- Teacher will do the first 2 questions with the class (if they aren't quite getting it, the teacher can do more together as a class)
- Remind students they will be looking at the pictures in the book to answer their questions
- Students will then spend time working with their partner to complete the questions.
- The teacher will work with the 3 ELL students to work through the questions together. The plan is to use the same questions being used for the remainder of the class. This can be accomplished by adding the teacher's support while working on

the questions (the teacher can modify and explain any questions as they go to help with understanding).

- The educational assistant and student with moderate CP will work together on answering questions about the pictures in the book. The educational assistant will work through the questions with the student with moderate CP to answer the questions. They can skip around and answer the questions that are most fitting (this depends on the student) and take breaks when/if necessary. The student can verbalize the answers and the educational assistant can write the answers on the sheet. The student may choose to write the answers for himself/herself and/or can type his/her answers instead of writing (again, this depends on the student).
- The teacher will then have the class come all back together and they will go over the activity sheet. The students will be asked to share their answers for the types of questions, answer to the question asked, and their reasons. If students disagree on an answer, the class will look further at the question and come to a consensus about the answer.

#### **Closure/Summary:**

- Review with students the 4 different types of questions.
- Remind students that they can use this during their readings if they found this strategy useful. Remind them that they can learn a lot from the pictures within books and they should always be looking to the pictures to gain a better understanding of the book.

**I was unable to find a complete copy of the book *Zoom* by Istvan Banyai (Puffin Books, 1995). However, I was able to find a YouTube video that contains the pages of the book put to music. I would use actual copies of the book in the classroom but for the purpose of being able to show you what the book is like, I have put the link below.**

**<https://www.youtube.com/watch?v=IoL7wRgBugM>**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## P-QARS FOR ZOOM

Look at the pictures in Zoom to answer the following questions. After reading each question, determine the question type and then use the picture to answer the question. Remember to explain how you arrived at your answer!

| Picture | Question  | Which Question Type Is It? | Answer | Reason |
|---------|---|----------------------------|--------|--------|
| 1       | What do you think this is a picture of?                 |                            |        |        |
| 2       | What do you see in the picture?                         |                            |        |        |
|         | How does this picture connect to the picture before it? |                            |        |        |
| 3       | Where is the rooster?                                   |                            |        |        |
| 4       | Where do you think the children are?                    |                            |        |        |
|         | Where are you looking at the children from?             |                            |        |        |
|         | Why are the children smaller?                           |                            |        |        |

| Picture | Question   | Which Question Type Is It? | Answer | Reason |
|---------|--|----------------------------|--------|--------|
| 5       | What is around the barn?                                   |                            |        |        |
|         | Why do the kids look even smaller?                         |                            |        |        |
| 6       | What else do you see in the picture?                       |                            |        |        |
|         | Why can you see even more buildings?                       |                            |        |        |
| 7       | What do you see in the upper-left and upper-right corners? |                            |        |        |
|         | Somebody can move the houses and animals by hand. Why?     |                            |        |        |
| 8       | What do you think the girl is doing?                       |                            |        |        |
|         | Why is there writing at the top of the picture?            |                            |        |        |
| 9       | Why do the girl and the toys look smaller?                 |                            |        |        |
|         | Look at the top right corner. What do you see?             |                            |        |        |

| Picture | Question                                  | Which Question Type Is It? | Answer | Reason |
|---------|---|----------------------------|--------|--------|
| 10      | Where are the girl and the toys now?      |                            |        |        |
|         | What is the boy doing?                    |                            |        |        |
| 11      | Where is the boy?                         |                            |        |        |
|         | Why do the boy and the book look smaller? |                            |        |        |
| 12      | What are the people in the picture doing? |                            |        |        |
|         | Why does the boy look even smaller?       |                            |        |        |
| 13      | Where are the people in the picture?      |                            |        |        |
|         | Why do they look smaller?                 |                            |        |        |
| 14      | Where do you think the ship is?           |                            |        |        |
| 15      | Where is the ship now?                    |                            |        |        |

| Picture | Question   | Which Question Type Is It? | Answer | Reason |
|---------|--|----------------------------|--------|--------|
| 16      | Where is the bus?  |                            |        |        |
| 17      | Why does the ship look smaller?  |                            |        |        |
|         | Where is the bus?  |                            |        |        |
|         | There is something on the bottom left of the picture. What do you think it is? |                            |        |        |
| 18      | What do you think the thing on the bottom left of the last picture is now?     |                            |        |        |
|         | Where is the cowboy watching TV?   |                            |        |        |
|         | Why is the downtown scene becoming smaller?                                    |                            |        |        |
| 19      | Where is the cowboy?   |                            |        |        |
| 20      | Where is the desert located?   |                            |        |        |
|         | What do you think is around the edges of the picture?                          |                            |        |        |



| Picture | Question  | Which Question Type Is It? | Answer | Reason |
|---------|---|----------------------------|--------|--------|
| 21      | Where is the cowboy now and why is he even smaller?                               |                            |        |        |
|         | Who is the mail for and where does it come from?                                  |                            |        |        |
|         | Who is holding the mail?  |                            |        |        |
| 22      | How do you know that the people are from a tribe?                                 |                            |        |        |
|         | Who do you think the man is in the middle?  |                            |        |        |
|         | Why does the stamp on the mail look even smaller?                                 |                            |        |        |
| 23      | How does the postman come to deliver the mail?                                    |                            |        |        |
|         | Where do you think the people live?   |                            |        |        |
| 24      | Why do the shore and the postman's boat become smaller?                           |                            |        |        |
|         | There is something else on the left side of the picture. What do you think it is? |                            |        |        |

| Picture | Question  | Which Question Type Is It? | Answer | Reason |
|---------|---|----------------------------|--------|--------|
| 25      | Who do you see in the picture?                          |                            |        |        |
| 26      | Where do the people in the tribe live?                  |                            |        |        |
| 27      | Where is the plane going?                               |                            |        |        |
|         | What else do you see besides the island and the plane?  |                            |        |        |
|         | Why are the island and the plane becoming even smaller? |                            |        |        |
| 28      | Why do you not see the island at all?                   |                            |        |        |
|         | Why is the plane becoming smaller?                      |                            |        |        |
|         | What do you see?  |                            |        |        |
| 29      | Why do you not see the plane in the picture?            |                            |        |        |
| 30      | What do you see?  |                            |        |        |

| Picture | Question   | Which Question Type Is It? | Answer | Reason |
|---------|--|----------------------------|--------|--------|
| 31      | What do you see?   |                            |        |        |
|         | Why is it now a spot?  |                            |        |        |
|         | What have you seen in the story and how is each picture connected? |                            |        |        |

**Question Types:** Right There, Author and You, On My Own, Putting It Together

## **Reflection**

There are so many great lesson plan resources on the Internet these days that can help teachers gain new ideas for their own classrooms. Many sites offer small activities and some offer complete lesson plans. Although they are wonderful resources, most of the time these lessons aren't going to fit your own class perfectly. Every class is different, whether it be the academic levels of the students, cultures and languages present, or different special needs within the classroom. Finding a lesson that worked perfectly within your diverse class will be difficult, which is why as teachers we need to know how to take a lesson and adapt it to the needs of our classroom.

First, I chose this particular lesson on using illustrations/pictures within books to answer questions because it is such an important part of the literacy and reading process that sometimes gets overlooked. It is important to focus on students learning to read the written words within a book. However, once we start focusing on that, we tend to forget about what the students can learn and gain from the illustrations within a book as well. This lesson uses a book that has no words and only pictures. This helps to focus on the task at hand, answering questions about the book based on the pictures, so the students can grasp and practice the concept.

When looking at this specific lesson, the adapting process was pretty simple. This particular lesson was categorized for 3<sup>rd</sup> through 5<sup>th</sup> grade. I personally thought the questions were not too difficult for the 3<sup>rd</sup> grade level. One way to adapt difficult questions is support students with those questions by doing them as a class. I think that a teacher may have been able to give instructions and let a 5<sup>th</sup> grade class just answer the questions. However, it was important for me to work through some of the questions with the students and also to discuss the answers as a whole class afterwards.

Having 3 ELL students and 1 student with moderate Cerebral Palsy definitely can require adaptations to be made. For the 3 ELL students, I chose to adapt the lesson by just adding extra support. I, as the teacher, would work with the 3 ELL students in a group while the other students are working in pairs. The questions aren't extremely difficult and the book does not have any text with it. I felt that interpreting the pictures would be easier than having to read written words. As the teacher, I would be there to support the students

in understanding the questions and help them when formulating their answers, if needed. The book being strictly pictures really lends itself to minimal adaptations, which I think is a good thing because it can provide an opportunity for the ELL students to work on the same questions as the rest of the class in a not as overwhelming situation/lesson.

I felt that this lesson also lends itself well to minimal adaptations for the 1 student with moderate Cerebral Palsy for some of the same reasons as the ELL students. The book is all pictures and with support on understanding the questions and formulating answers, the student should be able to succeed. There will be an educational assistant working with the student with moderate CP who will help her read the questions. The educational assistant can write the student's answers along with the student typing them (with assistance). The educational assistant can have the discretion to skip around to different questions based on the particular student and how it goes. Overall, the adaptation of this lesson turned out to be not as extensive as others because of the materials and actual concept of the lesson. If the book would have involved words and/or the P-QARs would have been more difficult, I would have needed to make more adaptations for the students in my classroom.