

Bison Read Aloud

Date: 9/26/19

Grade: 4th		Subject: Reading/Social Studies	
Materials: Buffalo Woman by Paul Goble, white board, markers		Technology Needed: none	
Instructional Strategies: € Direct instruction € Peer teaching/collaboration/ € <u>Guided practice</u> perative learning € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Lecture € <u>Discussion/Debate</u> € Technology integration € Modeling € Other (list)		Guided Practices and Concrete Application: € <u>Large group activity</u> € Hands-on € Independent activity € Technology integration € <u>Pairing/collaboration</u> € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain:	
Standard(s) 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). H.3_5.3 Describe the North Dakota Native American Essential Understandings.		Differentiation Low Proficiency: Students will be able to identify the actions of the young man, but will have trouble explaining his motives. These students will be encouraged to look back at the words of the young man to give them a clue to the reasons behind his actions High Proficiency: The students will give concrete, text based evidence for the reasons behind the actions of the young man in the story as well as make personal connections to their own motivations for actions Approaching/Emerging Proficiency: Students will be able to give broad reasons for the actions of the young man in the story with some relation to the text. These students will be encouraged to look at the text for clues to the motives of his behavior, as well as make connections to their own motivation for actions Modalities/Learning Preferences: <ul style="list-style-type: none"> ● Visual: Students will look at the pictures in the book ● Auditory: Students will participate in speaking and listening activities ● Kinesthetic: ● Tactile : 	
Objective(s) By the end of the lesson, the students will explain the actions and motives of the young man in Buffalo Woman through a read aloud and collaborative brainstorming discussion Bloom's Taxonomy Cognitive Level: Analysis			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> ● Students will sit on the carpet where they can see. The teacher will either sit on the floor with the students or on a chair where every student will be able to see the pictures ● The teacher will show the pictures to the students at the end of each page ● Students will turn and talk to their one or two neighbors so that everyone is included in conversation ● Students will have to raise their hands to answer questions ● Acknowledge when a student raises his or her hand before speaking to reinforce that appropriate behavior 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> ● Students will not talk without raising their hands ● Students will all participate in the turn and talk, even if they must be in groups of three ● Students will follow the Fab 5, especially Active Listener, and Personal Space ● Students will answer questions and be active participants in the conversations ● Students will sit where they can see, not against walls or under desks 	
Minutes	Procedures		
	Set-up/Prep: Put sticky notes in book to remind reader of comprehension questions for read aloud		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> ● Show book to students ● "This story is a legend telling about the relationship between the Native American people and the bison. During some points in the story, the relationship is not very friendly, but at the end, something happens that brings respect between 		

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	<p>the bison and the Native American people. Listen closely so you catch what happens. It has to do with what the young man in the story does and why he does it"</p> <ul style="list-style-type: none">• "Before we begin, I want to point out some things about this book that will help you understand the story. First, the name of the book is Buffalo Woman. We have talked about bison before. Sometimes bison are called buffalo. Technically, however, buffalo are different from bison. Bison live in North America, but buffalo live in Asia. But in this story, buffalo means bison"• "You will also hear three important words in this book that talk about buffalo. Sometimes you will hear buffalo bull. Can anyone tell me what a bull is?"• Call on a student.• "You will also hear buffalo cow. Can someone tell me what a cow is?"• A buffalo cow is a female buffalo.• "You will also hear buffalo calf. Where have you heard the word calf before?"• Call on a student• "A buffalo calf is a young buffalo"• "OK, let's begin. When I'm reading, I need active listening. When I ask a question, I'd like you to raise your hand to answer"
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none">• Read the book out loud to the students. As you go, ask questions such as the ones below as well as any others that follow from the understanding of the students• Comprehension questions:<ul style="list-style-type: none">○ 3rd page of text: What happened to the buffalo? Why did the Buffalo Woman come?○ 6th page: Why is the man following his wife and child? How do you know?○ 8th page: Why does the man see buffalo tracks now?○ 9th page: Do you think it is a good idea for the man to stay? Why or why not?○ 13th page: Why did they turn him into a buffalo?• At the end of the story, have the students turn and talk to a partner about why the buffalo and the Native American people respected each other at the end of the story and why.
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none">• "Back to me in 5, 4, 3, 2, 1"• Have two or three groups share about their discussion• "I want to talk about some of the things that the young man did in this story. We can discover a lot about why he did the things he did by looking at the story. We are going to write down some of the things that the man did and help each other figure out why he did them. I will be writing our ideas up here on the board"• "Who can get us started by telling me one thing that the young man did?"• Call on a student and write down answers on the white board• "And what is one reason why he may have done this?"• Call on student• "How do you know?"• "What do you think you would have done in his place?"• Have student answer or call on another student to add their ideas• Continue this process until students begin to run out of ideas
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• "Take a look at this list! We can discover a lot about a character just by looking at what he did and why"• "Tomorrow, we are going to be looking deeper into this relationship between the bison and the Native Americans, so be ready!" <p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?)<ul style="list-style-type: none">○ Listen to the way students answer the comprehension questions during the read aloud. Do they show that they understand the story? Do they show deeper thinking about motivation and purpose? <p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">• Look at the answers on the whiteboard. The answers should show a basic understanding of the text as well as critical thinking and inference related to why the young man did what he did

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson, in some ways, went differently than I expected. I ended up having to do it in two parts. I did the read aloud and comprehension questions first, and then I did the activity on the board later on in the day. We ended up starting later than anticipated which pushed everything back a bit. I also had not timed how long it would take to read the book all the way through, so my plans did not take that into account.

For this lesson, it was helpful that I planned out my comprehension questions ahead of time. This allowed me to think more deeply about what I wanted to ask instead of thinking on the fly.

Overall, the students were pretty engaged. I did have one student who was sitting next to me who was playing around a bit. He was poking his head behind me, trying to get his hands on the book, etc. I was able to redirect him, reminding him that if his head was behind me, he couldn't see the pictures when I showed them. There were a couple students that, during the activity on the board, were not engaged and were starting to be a distraction. I did not notice them, but my practicum teacher actually ended up taking them aside. As I progress as a teacher, I will be able to be more aware of these sorts of situations. Something else that I did do to keep students engaged while I was writing things on the board was to have them think while I write. Each time I would turn to write on the board, I would remind them to be thinking of the next event in the story or the reason for the action of the character. When I saw that I had a student that had not contributed, I gently prompted her to add something to the discussion. To make sure everyone participated, I could write the students' names or initials next to what they contributed. This would allow them to see that I want everyone to at least contribute something as well as allow me to assess the comprehension and thinking of each individual student.

Another thing I did to increase engagement and to use my time well was to write the actions and motivations of more than just the one character on the board. I had only planned on doing the one, but I sensed that we could dig a little deeper. I think it was a way to reach more students. I imagine different students would relate more with one character or the other, and so they might have more to say if we talked about more than one character. I would definitely plan this into my lesson if I did it again.

I was able to make a bit of a connection between what we did and what they can do in their own reading, but if I was to do this lesson again, I would have them make this connection instead of me as the teacher. I would prompt them to think about what we did and how they can do this on their own in their own reading. It is so important for students to see the point of what they are doing. I think what we did in this lesson could help them a lot in understanding characters in the books they are reading.

I could also have helped the students make a stronger connection between the motivation of the characters in the book and their own motivation. I did not take much time to discuss with the students what they would do in his place.