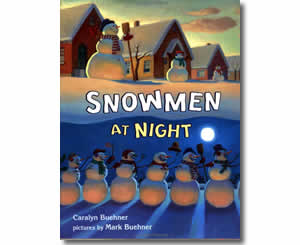
**Student's Name**: Jenna Rizzi



**School Name:** Orchard Hill Elementary School

**Grade Level:** K

**Host Teacher's Name:** Rosita Sheeley

**Lesson Topic and Main Concepts (Big Idea):**

This lesson will focus on the use and craft of speech bubbles in writing

**Background Information**

**a) Analysis of Students' Prior Knowledge including misconceptions**

Students in Kindergarten are introduced to all types of text on a wide variety of topics. In our read alouds, we have encountered speech bubbles. I have already introduced these to the children as we have come across them. I believe most students have the surface level understanding that speech bubbles express what the character says or thinks. Almost all students should be able to point out a speech bubble in a text.

A misconception students may have is that speech bubbles can only be for a character’s speech and not his or her “thoughts”. Students may not have noticed that the difference in the shape of the speech bubble indicates speech or thought.

**b) Teacher Content Knowledge**

Teachers must have a deep knowledge of Writer’s craft. They must understand that many authors choose stylistic aspects for their writing to help convey meaning. Speech bubbles help convey meaning in a dynamic and exciting way. It “animates” the characters. Teachers must be aware that speech bubbles can express speech or thoughts depending on the shape of the speech bubble. A circular or rectangular speech bubble normally represents speech whereas a cloud shaped speech bubble normally represents inner thoughts. Speech bubbles can show dialogue between two or more characters.

Speech bubbles can be great for young students in their writing because it helps them tell a story. It helps their illustrations and sketches “come to life” by making them much more detailed.

**NJCCCS and Common Core Standards**

[CCSS.ELA-Literacy.W.K.1](http://www.corestandards.org/ELA-Literacy/W/K/1/) Use a combination of drawing, dictating, and writing to compose opinion pieces

[CCSS.ELA-Literacy.L.K.2](http://www.corestandards.org/ELA-Literacy/L/K/2/) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| Students will be able to recognize speech bubbles in text | Students point to the speech bubbles in a story |
| Students will be able to jot and sketch using speech bubbles in their everyday writing practice | Students write a speech bubble that makes sense for their snowman character |

**Materials**

**Snowmen at Night by Caralyn Buehner**

**‘Speech bubbles on sticks’- make a large speech bubble and laminate so it can be used as a dry erase**

**Dry Erase marker and eraser**

**Black construction paper**

**Speech bubble cutout (with lines for young students)**

**Crayons**

**Chalk**

**Pencils**

**B.**  **PROCEDURE**

**1. Motivational Beginning & Activating Students' Prior Knowledge:**

I will hold up a dry erase speech bubble to myself that says “Hello, boys and girls”. I will show the children that I am the “character” and the speech bubble shows what I “say”. I will hold up a thought bubble that says, “I hope they are ready to learn!” I will briefly review the difference. I will hold up two texts we have read with speech bubbles: What do you notice about these two books? Today we are going to review speech bubbles and discuss how we can use them in our writing.

**2. Logistics/Classroom Management**

This lesson should take approximately 45 minutes to complete. Students will begin on the carpet for the motivational beginning, mini-lesson and explanation of instructions. Next, students will work independently at their desk to complete the activity. Students have assigned tables in which they sit. The supplies such as glue and crayons for the activity are already at their tables. I will have two students help pass out materials for the activity.

The students will then collect back on the carpet for the summary and conclusion of the lesson. For the wrap up of the lesson I will call on student volunteers to share their work.

**3. Lesson Steps**

I will begin the lesson by doing the motivational beginning. I will explain to the children that not all books we read have speech bubbles but we can always use them in our own writing. I will do a picture walk to show the story and point out that the author does not use speech bubbles in the book. Read *Snowmen at Night* by Caralyn Buehner. Ask questions listed below while reading. Have students turn and talk: “Look at this character in the picture here. What do you think a speech bubble could say on this page for this snowman character? What makes sense?” After reading, we will brainstorm as a group what we think snowmen do at night. I will write our ideas onto chart paper. I will explicitly model the activity: using chalk, draw a snowman character that will then say something in a speech bubble. Write: “At night, I…” I will allow for questions and dismiss them to return to their seats to work.

I will be conferencing as many students as I can throughout the activity.

\*Differentiation\*

I believe this lesson appeals to all kinds of learners. It allows for adjustments to best suit lower and higher learners. For example, for the lower learners I will give them a sentence starter to copy from. For other students they must stretch the sentence on their own. For the early finishers, I will encourage them to write more and then have them share their work with each other on the carpet.

For my especially advanced student, Isaac (and as needed), I will encourage him to write more than one sentence using words from the word wall.

**4. Questions**

Point to the speech bubble.

What is the character saying? How do you think this character feels?

What does a speech bubble look like? What does a thought bubble look like?

Is this a thought bubble or a speech bubble? How do you know?

Why do authors use speech bubbles?

What other books have we seen that have speech bubbles in it?

Why should we use speech bubbles in our writing?

How do you know which speech bubble to read first if there are two on a page?

Does you speech bubble make sense? Why or why not?

**5. Curriculum Integration**

This lesson is interdisciplinary because it integrates Language Arts Writing with Art. I believe that speech bubbles help to integrate the illustrations and the writing for students. It helps them make a connection between the two.

**6. Closure:**

After the students are finished we will gather back on the carpet for a review and closure. I will have a few students share their work with the class. We can review with the dry erase speech bubbles if necessary.

**7. Follow-up/Next steps:**

Using the students’ work and the conferences I can see who needs further work on the topic or other extensions. Kindergarteners must continue with Writer’s Workshop to learn the numerous other writing conventions. I will follow up with this lesson by having the students include speech bubbles into a story or longer piece of writing. I will demonstrate with this example: I will have one student’s speech bubble say, “What do you have for snack today?” I will have another student’s speech bubble say, “I have chips for snack.” I will have a thought bubble that says, “Yum! I hope he will share with me!” I will use this situation as a further demonstration.

Use speech bubble template: