

# Lesson Plan

## Setting and Character - Character and Setting

Kindergarten (K) - ELA

### LEARNING TARGET

- Students will be able to identify the relationship between illustrations and the text in a story.
- Students will be able to match illustrations to corresponding text with prompting and support.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

No Prerequisite Skills

#### EXTENSION SKILL

No Extension Skills

#### DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

#### MATERIALS

- Picture book with simple text and illustrations
- Large illustrations printed or drawn on paper
- Corresponding text printed on sentence strips
- Glue sticks or tape

#### VOCABULARY

- Illustration
- Text
- Story
- Match
- Corresponding

### INTRODUCTION

1. Display an illustration from the picture book and read the corresponding text.
2. Explain that illustrations help us understand and visualize the story.

### INSTRUCTION

1. Read the picture book aloud to the students.
2. Pause after each page and discuss the illustration and how it relates to the text.

### **GUIDED PRACTICE**

1. Divide the students into small groups.
2. Provide each group with a set of illustrations and corresponding text strips.
3. Instruct students to work together to match each illustration with the appropriate text.
4. Circulate around the room to provide support and guidance as needed.

### **INDEPENDENT PRACTICE**

1. Provide each student with a different illustration and corresponding text strip.
2. Instruct students to match their illustrations with the correct text.
3. Monitor students' progress and provide support as needed.

### **HOMEWORK**

1. Assign students to draw or find a picture from a magazine or newspaper and write a short sentence that describes the illustration.
2. Encourage students to bring their illustrations and sentences to share with the class during the next lesson.

### **EXIT TICKET**

1. Provide each student with a small piece of paper (exit card).
2. Instruct students to write or draw one way illustrations help us understand a story.

### **SUMMATIVE**

1. Formative assessments will be conducted during the lesson to monitor students' understanding of the relationship between illustrations and text.
2. The exit ticket and independent practice will be used to determine students' ability to match illustrations to the corresponding text.

### **CLOSING**

1. Review the importance of illustrations in a story and how they help us visualize and understand the text.
2. Ask students to share their exit card responses.

## **TEACHING TIPS**

To extend and reinforce learning from the lesson, use the Picture-Text Puzzle Party game as a follow-up activity. After teaching the lesson, have students play the game to apply the concepts they've learned in a fun, collaborative setting. This not only helps students retain the information but also provides an opportunity to practice their problem-solving and teamwork skills. Encourage students to discuss their thought processes and strategies for matching illustrations with text during the game, further deepening their understanding of the relationship between illustrations and text in a story.

- Use simple, age-appropriate picture books that clearly demonstrate the relationship between illustrations and text.
- Encourage student participation by asking questions about the illustrations and how they connect to the story.
- Provide visual aids, such as posters or handouts, to reinforce the concept of matching illustrations to text.

## **MISCONCEPTIONS**

- Students may think that illustrations are only for decoration and do not hold any importance in understanding the story.
- Students may assume that matching illustrations and text is based solely on matching colors or objects rather than understanding the context of the story.
- Students may believe that they can understand the story without reading the text if they only look at the illustrations.

## **EXTENSION**

1. Students can create their own illustrations to go with a given text.
2. Students can practice retelling stories using only illustrations.

## **INTERVENTION**

1. For students who struggle with reading, provide additional support by reading the text aloud to them.
2. For students who need extra support, pair them with a partner or offer one-on-one guidance during the activity.

## **COMMON CORE STANDARD**

RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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