

Lesson Plan

Inference and analysis - What am I

Kindergarten (K) - ELA

LEARNING TARGET

- Students will be able to read simple riddles and identify the answers.
- Students will be able to understand the concept of a riddle and its purpose.

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

- Simple riddle cards
- Chart paper
- Markers
- Small whiteboards for students

VOCABULARY

- Riddle
- Clue
- Answer
- Reading
- Purpose

INTRODUCTION

1. Explain to the children that a riddle is a question or statement that requires thinking and problem-solving to find the answer.
2. Share a simple riddle as an example, such as, "What has hands but cannot clap?" (Answer: A clock)
3. Discuss the importance of reading with purpose and understanding to solve riddles.

INSTRUCTION

1. Introduce a set of simple riddles to the students, one at a time, and have them read the riddle aloud.
2. Discuss the clues in the riddle and guide the students toward the correct answer.
3. Reinforce the concept of reading with purpose and understanding by explaining how the clues in the riddle help them find the answer.
4. Encourage students to think about what they have read and ask questions if they need clarification.

GUIDED PRACTICE

1. Divide the students into small groups and provide each group with a set of simple riddle cards.
2. Instruct the students to work together to read the riddles and find the answers, discussing the clues and their thought process.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Instruct students to work independently with a new set of riddle cards, reading each riddle and determining the answer.
2. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to create their own simple riddles based on their favorite objects, animals, or other familiar topics.
2. Encourage students to share their riddles with their families and bring them to class during the next lesson.

EXIT TICKET

1. Provide each student with a small whiteboard and marker.
2. Instruct students to write their favorite riddle from the lesson and the answer to that riddle.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of reading emergent-reader texts with purpose and understanding.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of solving riddles.

CLOSING

1. Review the concept of a riddle and its purpose in promoting reading with understanding.
2. Ask students to share one riddle they enjoyed from the lesson and discuss the clues that helped them solve it.

TEACHING TIPS

1. Use age-appropriate riddles with simple vocabulary and clear clues to ensure students can successfully read and understand the riddles.
2. Encourage students to verbalize their thought process when solving riddles, as this helps to develop critical thinking and problem-solving skills.
3. Provide positive reinforcement and constructive feedback when students solve riddles, fostering a sense of accomplishment and encouraging further learning.

MISCONCEPTIONS

1. Students may think riddles are simply jokes and may not understand the need for critical thinking to find the correct answer.
2. Students may struggle with reading and understanding the riddle, focusing on individual words rather than the overall meaning.
3. Some students may confuse riddles with other types of questions or statements, so it is important to clarify the specific characteristics of riddles.

EXTENSION

1. Students can create illustrated riddles, drawing a picture to represent the answer.
2. Students can practice solving riddles with more complex language or multiple clues as their reading skills advance.

INTERVENTION

1. For students who struggle with reading, provide additional support in reading the riddles, such as reading aloud to them or using visual aids.
2. For students who need extra support in understanding riddles, provide additional examples and explanations of how clues work in riddles.
3. Pair students with a buddy to work together on reading and solving riddles during guided and independent practice.

COMMON CORE STANDARD

RF.K.4 - Read emergent-reader texts with purpose and understanding.

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