**Kindergarten Lesson Plan**

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| **Title of Lesson:** When Pigs Fly |
| **Topic or Main Idea:** Identifying the beginning, middle, and end of a narrative text story |
| **Objectives:** After having a story read to them, students will be able to correctly identify and draw a representation of the beginning, middle, and end of a narrative story on a graphic organizer with 100% accuracy. |
| **Standards Used:** LA Standard 7:  (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text. |
| **Materials:** *Ping Pong* Pig by Caroline Jayne Church, When *Pig Fly* (free ibook on “MeeGenius) by Valerie Coulman, graphic organizer for each student in the class, listening center set out and ready, second graphic organizer for each member of the class |
| **Preparation for learning:** Show the students the book *Ping Pong Pig*. Ask students if they remember the book. See if they remember what was learned when they read the book. Review what beginning, middle, and end of text is. Show examples of pics from the book that demonstrate this concept. Explain to students that today they are going to use what they learned about beginning, middle, and end to create their own graphic organizer. |
| **Activity:** Explain to students that you will be showing them a story. Have them listen closely to the story and make notes on their graphic organizer as they are listening if they need to do so. They will be watching for beginning, middle, and end in the story. Play the story *When Pigs Fly* on the iPad. After showing students the book, have students talk to their partner about what they think happened at the beginning, middle, and end of the story. Then invite them to draw pictures or write with words, the events that happened at the beginning, middle, and end of the story on their graphic organizers. Give students time to fill out graphic organizers. Together as a class, discuss what events students portrayed on their graphic organizers. Discuss why they used those events, and discuss whether events used were appropriate. Make sure students have a solid understanding of what is in the beginning, middle, and end of this story. After discussing the students’ work and re-teaching as necessary, explain to the students that they will now have a chance to do a similar graphic organizer all by themselves. Explain that this week at the listening center, they will fill out a graphic organizer about the book they listen to at the listening center. Briefly introduce the story for the center and show students where to find graphic organizer to use at the center. |
| **Evaluation and closure:** Students will be evaluated on how well they are able to fill out their individual graphic organizer after completing the listening center. |