

Lesson Plan Format

The Talking Cloth

Student Teacher: Alicia Nelson **Date:** Wednesday November 30, 2011

Grade Level: Third Grade **Subject:** Reading **Supervisor:** Mrs. Schadler

PRELIMINARY PLANNING

PA Standards:

R3.B.3.3.1: Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

Objective:

- **Students listen to a teacher read aloud and listen for specific details.**
- **Summarize**
- **Comprehension**

Materials:

- Reading Textbooks

LEARNING SEQUENCE

Description: review traditions and theme – begin with a read aloud **Time :** 5 -7 min

INTO Introduction/Motivation/ Focus Attention

- The teacher will have the students summarize the information that was read the day before.
- The teacher will explain to the students that they will be listening for details in the story that explain what the Adinkra cloth is. At the end of the story we are going to work together on filling in the web that gives us details to support the main idea of the Adinkra Cloth.

Description Time: The Talking Cloth and related comprehension questions : **20minutes**

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

- Page – 197 – who can tell me what these symbols mean that we just read about?

- 6. How does Amber use meaningful symbols when she describes her brother's cloth? – The color green stands for “go”; the handprints stand for messiness.
- 7. What kind of people often wears pinstripe cloth, and why does Aunt Phoebe suggest it as a symbol of Amber's father? – Business people; it stand for seriousness.
- 8. What does Aunt Phoebe mean when she says. “This child has grown a lot, inside”? – Amber has grown in knowledge and understanding
- 9. Why does wearing the cloth make Amber picture herself as an Ashanti princess? – it makes her feel special, like a princess, it's silky and luxurious and its length is a sign of wealth; its originally worn by royalty.
- 10. Why do you think Amber pictures herself surrounded by everyone who ever wore an Adinkra cloth as well as by her family? – it makes her feel close to the people whose tradition she celebrates
- Comprehension –
- 1. How does the Author let you know that Amber and her aunt are especially close? – Aunt Phoebe calls her names like “baby”, tells her stories, gives her mocha, and is going to give her the cloth when she is older.
- 2. Would you say that the family is important to this author? – yes because the author links joy with being surrounded by ones family and ancestors.

Description: comprehension and critical thinking questions **Time:** 10 minutes

BEYOND

Closure (Check for Understanding, Summarize, Future Forecast, Transition)

- The students will complete a web on the main ideas and details to support the Adinkra Cloth.
- The teacher will complete the worksheet with the students by writing it on the board.
- The students will then complete an answer about the story in their writing journals.

POST INSTRUCTIONAL PLANNING

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?