

The Lion Inside

Kindergarten

A combination of reading and writing practice, while at the same time allowing students to build up their self-esteem and find their inner *roar*.

Standard

- KR2: Retell stories or share key details from a text.
- KR9: Make connections between the self, the text, and the world.

Learning Objectives

- Students should recognize characteristics and development of the characters in literature.
- Students should recall details and events from the literature.
- Students should recognize good qualities of themselves and begin to learn how to utilize them.
- Students should be able to formulate sentences in a meaningful manner.

Materials

- *The Lion Inside* by Rachel Bright
- Student journals

Procedure

- (~15 min) **Read *The Lion Inside***
 - Students should be at their desks or on a carpet, with the teacher in view of every student.
 - The teacher should read the dialogue but encourage the students to replicate the numerous animal sounds throughout the book.
 - In between each page, the teacher should ask the students what they think will happen next to gauge how well the students understand.
- (~10 min) **Video of the Story**
 - Students should return to their desks, as the teacher finds the appropriate video
 - The students should watch a 7-10 minute video of the story once again
- (~30 min) **Class Discussion of the Book**
 - The teacher should discuss with the students:

- Sequence of the events
 - The lessons at the end
 - Why the mouse's lesson is important
 - Why the lion's lesson is important
 - What they can learn from these lessons
 - Questions asked should include:
 - *"Does anyone remember where the mouse lived?"*
 - *"Does anyone remember where the lion lived?"*
 - *"What were some things the lion did to make sure the other animals knew who he was?"*
 - *"Do you think he was being rude?"*
 - *"What does the mouse try to find within itself?"*
 - *"Where does the mouse go to find his roar?"*
 - *"What happened when the lion saw the mouse?"*
 - *"What lesson did the mouse learn in the end?"*
 - *"What lesson did the lion learn in the end?"*
 - *"Let's look at ourselves. How can we feel strong when we feel weak?"*
 - *"How can we laugh when we feel scared?"*
 - If students need help, or the same students are raising their hands, the teacher should go back to the page the question is from and guide students. • (~20 min)
- Journal Entries**
- After the discussion, students should take out their personal journals and pencils
 - The students should take twenty minutes to answer the question *"What Makes Me Feel Strong?"*
 - Once done, they can draw a picture of that sentence using their pencils and other supplies.

Reading Evaluation

- As the teacher is reading the book, the teacher can ask questions about what the students believe will happen next.
- The teachers should make sure the students seem engaged, and they should take note of those that seem less than.
- Make sure that the same students are not answering all the questions and take note of which students do not raise their hands
- The students should be able to answer questions about the text and about themselves in relation to the text

Writing Evaluation

- The students should be able to write a meaningful sentence about themselves in a neat manner.
- The teacher should go around the room while the students are writing to make sure students are on track and if they need help with sentence structure or spelling.
- After twenty minutes, teachers should examine each student's journal and analyze the students' work.

Enrichment Follow-up

- Students should be sent home with a worksheet about the book
- The students should fill in the name of the book and the author
- They also should give feedback on whether they liked the book or not
- They should also answer the question, "The part of the book I liked the most was..." to the best of their ability

Research

- <https://www.roundhill.notts.sch.uk/attachments/download.asp?file=3012&type=pdf> - The Lion Inside by Rachel Bright
- https://www.youtube.com/watch?v=GlFDD3gYZ_0&t=5s - Read-through of The Lion Inside
- Big Pumpkin Lesson Plan
- <https://www.education.com/download/lesson-plan/all-about-me-i-like-myself/all-about-me-i-like-myself.pdf> - All About Me Lesson Plan
- <http://www.nysed.gov/common/nysed/files/pk2elastandardsglance.pdf> - New York State Standards At-A-Glance
- Timber Point Elementary School - Mrs. Welton's Kindergarten classroom ○ I have been observing her classroom for almost a year and have learned many methods of lesson planning through her teaching
- "Increasing Student Participation in the Language Arts", Joseph Sanacore

The Lion Inside - The Lion and the Mouse

Kindergarten

A combination of reading and writing practice while allowing students to build up their self-esteem and find their inner *roar*.

Standards

Reading:

- KR2: Retell stories or share key details from a text.
- KR3: Identify characters, settings, major events in a story, or pieces of information in a text.
- KR4: Identify specific words that express feelings and senses.
- KR9: Make connections between self, text, and the world.

Foundational Skills:

- KRF1: Demonstrate understanding of the organization and basic features of print.
- KRF4: Will engage with emergent level texts and read-alouds to demonstrate comprehension.

Writing:

- KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.

Speaking/Listening:

- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
- KSL4: Describe familiar people, places, things, and events with detail.
- KSL6: Express thoughts, feelings, and ideas.

Learning Objectives

- **Content Objectives:**
 - Students will be able to describe the characters, setting, and events of the fable “The Lion and the Mouse”.
 - Students will be able to determine the moral or lesson of the story.
 - Students will identify characteristics or circumstances that make them feel strong.
- **Language Objectives:**
 - Students will collaborate with their teacher and peers to describe the events and purpose of “The Lion and the Mouse”.
 - Students will write 1-2 sentences answering the question “What Makes You Feel Strong?”

Materials

- Frazier Diagram - "Fable"
- YouTube video "Fables" <https://www.youtube.com/watch?v=cS3jchx0JJs>
- *The Lion Inside* by Rachel Bright
- YouTube Video "The Lion and the Mouse"
<https://www.youtube.com/watch?v=DKgRHys6bfA>
- Student journals
- Vocabulary definitions - Slides
- Vocabulary cards - 2 of each word
- Sentence prompt - written and digital
- Highlighter
- Assessment sheets
- Differentiated homework assignment

Procedure

- **Introduce Fables & Vocabulary**
 - Explain to the students that we are going to be reading a fable.
 - Ask the students what they know about fables.
 - Ask the students if any of them have a fable they have learned and/or liked.
 - Highlight if there are any culturally related fables that students may feel connected to.
 - Use a **Frazier diagram** to have students draw drawings and/or write words about what they remember about fables they may have learned about.
 - Demonstrate examples of popular fables and/or fables that the students had mentioned in their previous discussion.
 - Prompt the students to draw or write what they know about fables, and that there are no wrong answers.
 - Create differentiated worksheets for drawings or drawings and writings, depending on the language proficiency of the student.
 - Watch an introductory video of the fable genre.
 - Explain to the students that we will be reading a book based on the fable and then looking at the fable itself.
 - It is up to the students to determine how they are similar and/or different.
 - It is also up to the students to determine what the lesson behind "The Lion and the Mouse".
 - Introduce vocabulary words with visuals in the context that they will be utilized in the story.
 - Explain to the students that they will be seeing those words used throughout the story.
- **Read "The Lion Inside" by Rachel Bright**
 - Prompt the students to a designated reading area.
 - Read the story aloud while making sure to point out the words you are

reading so students can follow along.

- Have students mimic the animal noises within the book, for engagement and to make sure students are following along.
- Observe and take note of student body language and understanding of the story.
- Whenever possible, ask the students questions throughout:
 - “What do you notice about this part?”
 - “What just happened? What is happening?”
 - “How would you feel if this was happening to you?”
 - “What do you think will happen next?”
- **Watch “The Lion and the Mouse” video**
 - Explain to the students that we will be watching a video about the fable.
 - Prompt them to think about how the video is similar or different to the story we just read while they are watching the video.
 - Observe and take note of student body language and understanding of the story.
 - Whenever possible, ask the students questions throughout:
 - “What do you notice about this part?”
 - “What do you think is happening?”
 - “How would you feel if this was happening to you?”
 - “What do you think will happen next?”
 - Prompt students to return to their seats.
- **Discussion - Partner Talk**
 - Explain to the students that we are going to work with a partner to discuss what they just learned about in both the book and the video.
 - Create differentiated groups, paired based on language proficiency and personal relationships.
 - Hand the students secret index cards and prompt them to not show anyone else.
 - Pick out a few vocabulary words and write each word on 2 index cards.
 - Plan which students get which vocabulary cards to ensure that the pairings are differentiated.
 - Hand out the cards to each student and tell them to keep them a secret.
 - Students walk around the room and find the partner with the matching vocabulary word.
 - They read the word together and then sit down as partners.
 - Create observational templates with the partners on them, so the duos can be observationally assessed.
 - Explain to them that they will be discussing the story with their partner and then sharing their ideas.
 - Ask the question and prompt the students to discuss their thoughts for 20-60 seconds, depending on the question.
 - Once the timer is up, prompt the students to come back and raise their hands to repeat what they discussed.

- Repeat these steps for each question:
 - “Who were our two characters?”
 - “Where did they live?”
 - “What were some things that the lion did to make people know who he was? How did he treat others?”
 - “What does the mouse decide to do?”
 - “What happened when the lion saw the mouse?”
 - “What lesson did the lion learn?”
 - “What lesson did the mouse learn?”
 - “What lesson can we learn from the lion and the mouse?”
- Assess as the students work with their partner and express their answers by writing down answers and observations as the students share.
 - Ensure that assessment is done within the student’s Zone of Proximal Development
 - Keep a high expectation for students, but ensure that it is realistic with their strengths and needs.
- **Student Journal - “What Makes You Feel Strong?”**
 - Prompt students to return to their seats.
 - Prompt the students to explain what the moral of “The Lion and the Mouse” is one more time in their words.
 - Explain to the students that the moral in the story is a lesson that we can learn too.
 - When we are feeling insecure or weak, it is important to remind ourselves of our memories or skills that make all of us strong.
 - Prompt students to think about a time when they felt “strong”.
 - Ask the students if any of them would like to share.
 - As students give their answers, write them on the board or on an anchor chart, putting their name next to it.
 - Once there are enough answers, explain to the students that they will be answering the question “What Makes You Feel Strong?” in their student notebooks.
 - Once the students are finished writing their sentence, they can draw a picture to accompany it.
 - Differentiate how students will be answering the question:
 - Some students will use the prompt on the board to write a sentence independently.
 - Some students will be given a sentence starter in their journals and write the end of the sentence independently.
 - Some students will tell the teacher the sentence they would like to write, and they will trace a highlighted sentence in their journals.
 - Explain to the students that when they feel down to always remember this sentence that they wrote.
- **Review and self-assess the content and learning objectives.**
 - Review the content and learning objectives with the students.
 - As each question is read, ask the students to give a “thumbs up, thumbs down, or thumbs in the middle” on how they felt about the lesson.

- Make sure each student answers and is marked on their observational sheet before you move on to the next question.
- Provide positive feedback and transition to the next activity.

Assessment - Reading and Writing Evaluation

- **Pre-assessment:** Use a Frazier diagram to demonstrate what knowledge of fables the students have come in with.
 - Assess:
 - Writing
 - Prior knowledge
- **Observation of read-aloud and video:** Observe the engagement and answers of students throughout the read aloud and the video of “The Lion and the Mouse”.
 - Assess:
 - Attention to the story
 - Accuracy/relevance of student answers
 - Language use
 - Reactions/feelings
- **Partner discussions:** Utilize boxes with pairs of students written to write down observations of the students work and answers.
 - Assess:
 - Accuracy/relevance of student answers
 - Critical thinking skills
 - Language use
 - Collaborative effort
- **Writing sample:** Assess the writing process and result of the students’ answer to the writing prompt.
 - Assess:
 - Accuracy/relevance of student answers
 - Writing quality - print awareness, handwriting, etc.
 - Language use
 - Required supports

Enrichment Follow-up

- Students should be sent home with a **differentiated** worksheet about the book.
- Higher proficiency:
 - Students will read a short higher-level fable and answer a question about the moral of the fable in a complete sentence.
- Lower proficiency:
 - Students will read a short lower-level fable and end a sentence starter about the moral of the fable.

Research

- <https://www.roundhill.notts.sch.uk/attachments/download.asp?file=3012&type=pdf> The Lion Inside by Rachel Bright
- https://www.youtube.com/watch?v=GlfDD3gYZ_0&t=5s - Read-through of The

Lion Inside

- Big Pumpkin Lesson Plan
- <https://www.education.com/download/lesson-plan/all-about-me-i-like-myself/all-about-me-i-like-myself.pdf> - All About Me Lesson Plan
- <http://www.nysed.gov/common/nysed/files/pk2elastandardsglance.pdf> - New York State Standards At-A-Glance
- “Increasing Student Participation in the Language Arts”, Joseph Sanacore

The original plan was a lesson that was not effective when it was taught in a Kindergarten classroom with a population of ENL students along with native speakers of English. The lesson contained little differentiated instruction to assist students with the content and moral of the fable. There were very few tangible assessment opportunities for an educator to recognize if students were not understanding the lesson, focusing instead on observation to guide the assessment. While the students in the class had a higher language proficiency, there was little room within the lesson to ensure that students were receiving material and explanations that were in line with their proficiency and their Zone of Proximal Development. When the lesson was conducted, there were many students who were disengaged from the story and video. This especially occurred when the video played, as some students felt that it was unnecessary to listen to the story again. When students were answering questions, the sequencing and identification of characters and setting within the story were accurate, but the lesson of the story was lost for the majority of the students. It had become evident that the students did not understand that the purpose of the story was to teach a lesson. When the students then answered the prompted question, many of the answers were not related to the story or the question. Due to this, the procedure and the assessments throughout the procedure have been changed to be more precise and produce evidence of the students' understanding of the content before, during, and after the lesson, so educators can understand and reconfigure their lessons as their students need.

Firstly, it is important when working with English language learners to understand the prior knowledge and background the students are coming from when addressing a new topic. With this, a Frazier diagram has been integrated into the lesson. A Frazier diagram for primary grades has two columns, but the paper for the lesson will be differentiated based on the proficiency levels of the students. For higher proficiencies, students will be asked to demonstrate

words and pictures, whereas lower proficiency students may just draw what they understand. However, the accuracy and language used throughout this pre-assessment will be assessed, along with understanding what the students may understand about fables in general and in their own cultures. Next, observation will still be used throughout the lesson. However, it is important to note that educators should be marking down or taking note of specific skills and situations throughout. Students will be assessed on how engaged they are in the read-aloud and the video, especially when assessing the accuracy of their answers in more tangible work samples. For example, if a student's writing sample is not accurate to the question at hand, it is important to go back and check if the student felt engaged in the story and answered questions. Student answers with their partners will be written down as well, as the groups are differentiated so students could produce the most accurate answers for their skill sets. Lastly, the writing sample produced by the students should be accurately assessed, as the writing prompt and sentence starter will be posted on the board. Using a differentiated assessment, their writing quality and content of their work will be assessed on a personalized level. Overall, the assessments now included in the lesson provide the educators numerous opportunities to have writing, listening, and speaking skills assessed to better their overall reading.

Reflection

I created this lesson for a Kindergarten classroom that I was working at the beginning of my teaching career, under a veteran teacher. When I first initially taught this lesson, I quickly realized that I had provided very little opportunity for differentiation and assessment within the activities. As I have grown as an educator, I realized the value in differentiation and utilizing students' experiences and interests within my own lesson. Firstly, I have learned the importance of how related reading, writing, listening, and speaking skills are when English learners are

acquiring their language. Next, utilizing vocabulary and ideas my learners, especially my English learners, are familiar with, allows them to connect their ideas to previous thoughts or teachings and bridge the gap in their understanding. When students are able to connect these ideas, they will feel more comfortable with the new material and more willing to learn about these new concepts. This will only increase their instructional motivation and their willingness to share their own experiences. Cultural or worldly experiences that the students may have will also significantly impact how a student views a story or lesson, so it is important to understand some of those experiences and utilize them to make the student feel that they belong and are more than welcome to share in those experiences. Students will provide their best effort and work when they feel welcomed in their classroom. In addition to utilizing personal interests and knowledge, it is always important that I differentiate based on the strengths and needs of my students. By creating a differentiated pre-assessment and post-assessment, ENL students can provide their best work with the skills they have to learn and reinforce new skills. I had very little differentiation within the last lesson, only creating a class-wide support by using read-aloud techniques. However, I would now have my writing assignments slightly different, utilize various supports such as sentence starters, and my expectations of their work still be high while understanding where their strengths lie. That is also why I created multiple modes of assessment, including both written and verbal, so students can demonstrate their knowledge and understanding in multiple ways and utilize their strengths in different contexts. This will also provide them with conversational language practice, which will be vital for English learners in my classroom.

This is the link for my analysis of the assessment:

https://drive.google.com/file/d/1ZEiAgP7Oqx_2pr3ihIkLWja_yWoCuFd6/view?usp=sharing

Resources

Bright, R., & Field, J. (2017). *The lion inside*. Wattts Publishing Group.

Echevarría, J., Vogt, M., & Short, D. (2017b). *Making content comprehensible for English learners: The SIOP model*. Pearson.

Google. (n.d.). *Tools for high-quality differentiated instruction*. Google Books.
https://books.google.com/books?id=U2sVMaVts6QC&pg=PA91&source=gbs_toc_r&cad=2#v=onepage&q&f=false

What research says about . . . / differentiated learning. ASCD. (n.d.).
<https://ascd.org/el/articles/differentiated-learning>

YouTube. (2018, April 14). *The Lion and the mouse fable bedtime stories for kids in English*.
YouTube. <https://www.youtube.com/watch?v=DKgRHys6bfA>

YouTube. (2022, December 9). *Fables for kids | what makes a story a Fable?*. YouTube.
<https://www.youtube.com/watch?v=cS3jchx0JJs>