A. TITLE/TYPHOFFLESSON: The Shiver’s in the Fridge

B. CONTEXT OF LESSON
- The students will be starting their magnet unit four days prior to my lesson, so they will have a basic knowledge of magnets and what they stick to. The story we are reading will tie in with what they are already learning. It will be less technical and more of a story. This will allow students to see how magnets can be used in a real life application. The story does not reveal that the Shivers are magnets until the end so it will be good problem solving for the students. They will have to use what they know about magnets and fridges to figure out the Shivers are fridge magnets.
- The students do read-alouds every day and enjoy them. Each read aloud corresponds with the week’s topic. The students enjoy books that make them think and when the answer is not always obvious.

C. LEARNING OBJECTIVES

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<tr>
<th>Developmental Objective</th>
<th>Plan for Assessment</th>
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<tr>
<td>1. The student will use context clues to determine the Shivers are magnets</td>
<td>Questions will be asked throughout the story to determine if students have figured out what the Shivers are, and student’s answers will be recorded.</td>
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<td>2. The student will be able to retell the story, to show their comprehension level.</td>
<td>The students will be asked to retell the story and the teacher either on paper or voice recording will record the results.</td>
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**Understand**- Students will understand how to use context clues to answer questions in the book and determine the Shivers are fridge magnets. The students will understand how to retell a story and the importance of paying attention during read alouds.

**Know**- Students will gain practice in retelling the story, by using their language skills to get their point across to others. Students will learn about magnets that appear in everyday life and how to spot a magnet by using context clues.

**Do**- Students will retell the story after it is over, to help them recall what happened in the story and use their language skills to get it across to another person, the teacher. Students will also use context clues throughout the story to determine the Shivers are magnets. They will look at pictures and listen to the story to find and interpret these context clues.
D. ASSESSING LEARNING

- Student responses to questions will be recorded in a chart that is located at the end of the lesson plan. Students will be able to answer all questions the teacher asks. They will show their knowledge of the book through retelling the story to the teacher in a way that can be understood. They will use their language skills to tell the story in a cohesive way. Students will also be asked how they arrived at an answer like how they knew the Shivers are fridge magnets, to show what context clues they used.

E. RELATED VIRGINIA STANDARDS OF LEARNING (and NATIONAL STANDARDS if required)

K.1 The student will demonstrate growth in the use of oral language.
   a) Listen to a variety of literary forms, including stories and poems.
   b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
   c) Participate in oral generation of language

K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include
   a) magnetism and its effects; and
   b) useful applications of magnetism.

F. MATERIALS NEEDED

- The Shivers in the Fridge by Fran Manushkin (personally provided)

G. PROCEDURE

I. Introduce the book

1. Discuss the front cover pictures
   - Ask students what the picture is of?
   - Ask students what’s in the picture?
   - Talk about the refrigerator with the students, what do they know about them?
     - It’s cold
     - Ask students to make an expression of being cold
     - Explain that every time someone in the book says it’s cold they have to shiver

2. Discuss with students that this book is fiction, and then ask them what fiction means.
• Talk about how the book is not real its just a story
• Do this to make sure students understand this isn't real so they are not as scared when the book mentions monsters

3. Introduce the title and author
• The Shivers in the Fridge by Fran Manushkin

II. Begin the book
4. Read the book in fun voices
5. On the first page stop after reading “Brrr! Its cold today!” and see if the students shiver and if not remind them about shivering when the book mentions cold
6. Ask students on page 2 what an earthquake is?
   • Wait for students answers, if no one knows what an earthquake is explain that it is when the earth shakes, some are weak and strong.
7. On the second page ask who they think the monster is?
   • Then ask students if monsters are real, make sure students understand that monsters are not real so they don’t become frightened
8. On page 8 ask why the students think the shivers are in the refrigerator
9. Also ask what the students think the Shivers are
   ➢ They're magnets! Ask the students where they think dad disappeared too
10. On page 13 why did grandpa get stuck to the top of the ketchup bottle?
    ➢ He’s a magnet and magnets are attracted to things that are metals like the ketchup bottle lid
11. When Sonny gets pulled out on the purple boulders will he find his family? What will he find?
12. On the page with all the Shivers on the fridge ask the students what the Shivers are doing? How are they “sticking” to the fridge? What are they holding up? At home do they use magnets to hold things on the fridge? Ask students what they know about magnets?- They stick to metal, can pick up metal items, have poles, like poles repel and opposite poles attract.

III. After the book is done ask students to one by one retell the story to you
• Also ask students how magnets are used in their homes. If they too have magnets on their fridge.
Amanda Scheid  
Ms. Walker, Peak View Elementary School

- Connect the book back to the unit on magnets by asking students what they have learned about magnets

H. DIFFERENTIATION
  o All learning styles will be accommodated in the read aloud. Visual students will be able to look at the pictures to help them understand the story. Auditory learners will benefit from the story being read aloud. Kinesthetic learners will get to retell the story through talking or acting it out.
  o Students with speech issues will be given help with correctly and clearly pronounce words. The teacher will make sure to clearly pronounce words so students can hear them said clearly. During retelling the story the students may need help pronouncing the words correctly or being understood. The teacher may need to help the student with the pronunciation and have patience with them until they can be understood.
  o For students who struggle with retelling I will pull them aside and reread the story with them and do a picture walk with them. Then have them attempt to retell the story again.

I. WHAT COULD GO WRONG WITH THIS LESSON AND WHAT WILL YOU DO ABOUT IT?
  o One thing that could go wrong with the lesson is during the read aloud if the students don’t catch on that the Shivers are fridge magnets. There are only a few hints in the book that they are magnets so if those scenes are not exaggerated they may have trouble catching on. If this does happen I may have to flash back to those scenes and we will discuss them in more depth until student catch on. If that doesn't work I will continue reading the story till the end when they will find out and we will go back and discuss what clues they were that the Shivers are fridge magnets.
  o Another thing that could go wrong is the reactions to the “monsters” the book brings up. At this age many students are still frightened by monsters. Students may become scared in class and it could affect their behavior especially when they go home and sleep. It is important to stress that monsters don’t exist and this story is fiction. If this doesn't work then it may be helpful to reveal that the “monsters” are human hands, but because they are so big and the Shivers don’t know what they are they seem scary to them and so the Shivers call them monsters. Have the students look at their hands and talk about how their hands are not monsters because monsters don’t exist.

Lesson Implementation Reflection
I. How did your actual teaching of the lesson differ from your plans? Describe the changes and explain why you made them.
I only changed one thing from my original lesson plan. I asked the students what they thought the “emerald lake” was that mama Shivers got in. The students were able to use the context clue that it starts out warm and then hardens in the book to figure out that it was Jell-O. All the student guesses were very close like pudding or yogurt; the pictures in the book really helped the students with this. Otherwise everything went as planned, the student were able to answer all of my questions without much prompting. The students were able to figure out pretty quickly that the Shiver’s were fridge magnets. The students all seemed to enjoy the book. I did have a bit of a problem with students trying to interrupt me to tell a story while I was reading in the beginning. For the most part I just kept reading over them and they would be quiet. But one little girl kept trying to interrupt me and even talk over other students. First I asked her if that was the way she was supposed to behave during a read aloud to which she replied no. Then when she interrupted me again I had her flip her color to yellow. After that she got the message that I wasn’t playing around and that she had to follow the rules or there would be consequences.

IV. Based on the assessment you created, what can you conclude about your impact on student learning? Did they learn? Who learned? What did they learn? What evidence can you offer that your conclusions are valid?

I believe the students learned an example of how magnets can be used in everyday life and how to spot a magnet in real life. The students were all able to retell the story some better than others but they got the main idea of it. They knew how many Shivers there were and how they were going through the fridge to find a warmer place to live and then got taken by the monsters. The three students I tested were able to remember the story and make connections to the parts that gave away that the Shivers were magnets. They used the fact that they were in the fridge, flat, and stuck to a metal ketchup bottle as reasons they knew the Shivers were magnets.

The students were able to answer all of the questions I asked throughout the book. They also shivered when the word cold came up and remembered to do it through the whole book. They knew the Monsters were human hands and the Shiver’s
were magnets. They were able to apply the knowledge they already had about magnets and use context clues to figure out the Shivers identity. They were then able to tie the magnet information they already had and identify other magnets they use everyday.

V. Describe at least one way you could incorporate developmentally appropriate practice in a better or more thorough way if you were to teach this lesson again.
   o One thing I would do would be to make the lesson individually appropriate for each student. By observing where the students are in their learning, I could mold the lesson and questions more to help them. It could really help in knowing which questions to ask to help a student understand the story better or lead them to conclusions. It would also help with the assessment of the story retelling. All students are going to tell the story differently, so to know what is a good retell for them could help you assess the student better.

   o When you focus on the individual students learning they gain more out of it, instead of being passed up in a whole group read aloud. Not all students are going to get to answer questions and some students may catch on faster than other students. In my lesson one student figured out that Shivers were magnets before the other two students, and said it. While it was good he figured it out it made the other students not have to figure it out on their own or get the chance to try. In whole class read alouds when students come to the conclusion before everyone else it can stunt their learning and problem solving skills because they can rely on others to answer the questions.

IV. Based on the assessment data you collected, what would you do/teach next if you were the classroom teacher?
   o The next thing I would teach would be for the week unit, I would read the students a book about magnets. The book *The Shivers in the Fridge* is a good book to read after students learn that magnets stick to metal. It’s helpful to let students reason out and use the information they have learned into real life situations. After this book I would read a book about how magnets are used in everyday life. I would work to further the students learning on the subject of magnets.

   o I would also introduce the concept of context clues to my students after this book. By teaching students that they can use context clues when reading, it may help
them figure out the story. Context clues are important when reading they help students determine the ending and figuring out words or objects they have never heard of. The students were able to figure out that the Shivers are magnets by reading context clues. By introducing this topic to students and giving it a name students can be on the lookout for it when reading. The teacher can also show students how to decipher context clues by looking at the pictures or using the words around the unknown word.

VI. As a result of planning and teaching this lesson, what have you learned or had reinforced about young children as learners?

- This read aloud showed me once again how capable young students are.
  Sometimes I underestimate them and worry that they won't pick up what I am asking. Like in my lesson I was worried the students wouldn’t get that the Shivers were magnets. But they surprised me and were able to figure it out pretty fast. Thoroughly planning this lesson gave me the tools to further the students learning. I was able to ask questions and have students do things like shiver when the word cold came up. This gets students involved in the book and paying attention. The fact that students were able to remember the facts about magnets and apply it to another book was very impressive to me.

VII. As a result of planning and teaching this lesson, what have you learned or had reinforced about teaching?

- After writing the lesson plan I have learned how important it is to be prepared before you teach a lesson. There is more to consider than what you are going to teach. You have to consider what could happen, how students will learn, how you will document their learning, and how it fits into the SOL curriculum. Without preparation it would be hard to know which questions to ask and what to emphasis. It’s also important to be able to incorporate other concepts you are teaching. By combining different curriculum together it helps students learn better and reinforces concepts.

- It also reinforced the idea of classroom management, when students would talk or not pay attention just saying their name and bringing them back in focus is important. If you don’t have control of the class or have students who won’t pay attention it is much harder to complete a lesson plan. Classroom management is
very important to learning in the classroom. It’s something that must be emphasized in the beginning of the year, to set the tone through the whole year. Without classroom management it would be hard to get students to do anything. In my lesson I didn’t like having to make the student move her name but if their aren’t consequences for bad behavior the student would have kept trying to interrupt me and the lesson would have been harder to do. If you let one student get away with it then all students will test you on the rules. Its never fun to be the “bad guy” but it is necessary for the well being of your classroom. You can have fun with students and be friendly with them but they need to respect you in order to get the most learning out of your classroom.

VII. As a result of planning and teaching this lesson, what have you learned or had reinforced about yourself?
- Teaching this lesson has really reinforced my decision to be a teacher. I think it’s hard to know if this is what you want to do for the rest of your life without actually doing it. It seems daunting but when you are teaching it becomes natural. As a teacher I’ve learned I need to plan ahead to make sure I don’t go through a book to fast and to pick out questions to further students learning. I realized while teaching it’s a lot easier to integrate other curriculum like science into different subjects like reading. You can teach many concepts at once and students can learn it all. Now that I’ve done it I realize it’s not as daunting to help further students learning and tie in what students already know.
- I also learned I can handle classroom management and helping students further their learning. Classroom management is one of those things that can be hard to learn in someone else’s classroom. How much do you as the practicum student step in and discipline and you need to learn your teacher’s way of discipline. Now that I have become comfortable with my teachers style it is easy to disciple students and keep the class under control. I don’t have to be super strict all the time but students know I won’t let them get away with rule breaking.
## Documentation of student's learning:

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<tr>
<th>Student Names:</th>
<th>Responses to book questions</th>
<th>Retelling Summary</th>
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<td><strong>Ryan</strong></td>
<td>- Was the first one to realize the Shivers were magnets. He realized this when grandpa stuck to the metal ketchup lid and because grandpa was thin like paper and had a circular black object attached to his back, so he couldn't be a real human. -</td>
<td>Ryan was able to retell the story very well he knew the order of which characters got taken first and was able to even remember certain scenes in the book. He was very fascinated by the mom stuck in Jell-O and later when they had free time drew a person who was trapped in Jell-O.</td>
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<td><strong>Ava</strong></td>
<td>- Was the one who figured out the monsters were actually human hands. She was the one who also said monsters weren't real. - At first she thought the Shivers were mini humans trapped in the fridge, because they looked like humans and were a family.</td>
<td>Ava did a pretty good job retelling the story she didn't go into a whole lot of detail but was able to describe the general story line. I had to ask her to repeat what she said a couple of times because she has a speech issue. We were able to work through that by helping her enunciate words and their sounds.</td>
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<td><strong>Mark</strong></td>
<td>- When asked what the front cover depicted he thought it was a wall with writing on it. Until he took a closer look and realized it was a fridge. - Gave the example that his mom uses their fridge magnets to hold up their artwork at home and he had the alphabet magnets and he uses them to spell words sometimes.</td>
<td>Mark did a good job retelling the story he was able to repeat the main story line and recall some of the details. At the end of his retell he said the classic line “and they lived happily ever after” which I thought was interesting. I wonder what books or movies he reads/watches at home that influenced him to explain the end of the book in that way.</td>
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