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**Lesson Plan Model<sup>1</sup>**

Lesson Title/#: Parts of a book and how to go about reading it.

Grade Level: Kindergarten

**Learning Central Focus**

<p><b>Central Focus</b></p> <p>What is the central focus for the content in the learning segment?</p>	Students will learn about books and how to go about reading them. (This is not a how to read lesson.)
<p><b>Content Standard</b></p> <p>What standard(s) are most relevant to the learning goals?</p>	Kindergarten: Print Concepts: RF.K.1: Demonstrate understanding of the organization and basic features of print. RF.K.1.A: Follow words from left to right, top to bottom, and page by page. Craft and Structure: RI.K.5 Recognize common types of text. (ex. Storybook)
<p><b>Student Learning Goal(s)/ Objective(s)</b></p> <p><b>Skills/procedures</b> What are the specific learning goal(s) for student in this lesson?</p> <p><b>Concepts and reasoning/problem solving/thinking/strategies<sup>2</sup></b> What are the specific learning goal(s) for students in this lesson?</p>	<p>Students will learn the different parts of the book; Front Cover, Back Cover, Spine, where to find the author, illustrator, page numbers and table of contents.</p> <p>Also, students will learn that when reading we should read from front to back, left page to right page, the text flows from left to right, top to bottom, and from the left page to right page.</p>
<p><b>Prior Academic Knowledge and Conceptions</b></p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do <b>these</b> students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>Students may know what books are by Kindergarten, but most do not know the parts of a book or the proper way to read them. Some may already know how to read them.</p> <p>It is important to teach students about books so that they know how to go about reading them while they are learning to read. It is important that students know that there is a beginning, middle, and end to every book and that it is important to read a book in that order. Also, teaching students the parts of the book may help them when a teacher refers to a particular part of the book. (Ex. What page number is this on? What does the cover look like? The Author's name is John Steinbeck.)</p>

<sup>1</sup> The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

<sup>2</sup> The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for <b>this group</b> of students?</p>	
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### Instructional Strategies and Learning Tasks

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

<p><b>Launch</b> _____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Start by asking students to choose a book that they like from the classroom library. Once students are back to their desks, tell them to look at their books. Ask a couple of engaging questions; Can anyone tell me something they know about the parts of a book? Where can we find the name of the person who wrote this book? Who knows where the spine of the book is?</p>
<p><b>Instruction</b> _____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural</p>	<p>First, I will pull up a KWL chart on my smart board and I will fill in the information as I discuss it with students. The first part is what you already know about books. Ask students what do you know about books so far? Do you know any parts of the book? I will fill in the answers that students give on the chart. Next, I will ask the students what they want to know about books and fill in that section with their answers.</p> <p>After completing the first two areas of the chart, I will be holding a book of my own. Students will be instructed to hold up their books and follow along with me as I go over the different parts of the book. Point to the different parts and have students repeat after me. This is the spine of the book, this is the front cover, here is where the author's name is, etc.</p> <p>Once we are finished discussing all the parts of a book, we will go back to the chart and fill in the what we learned section of the chart.</p>

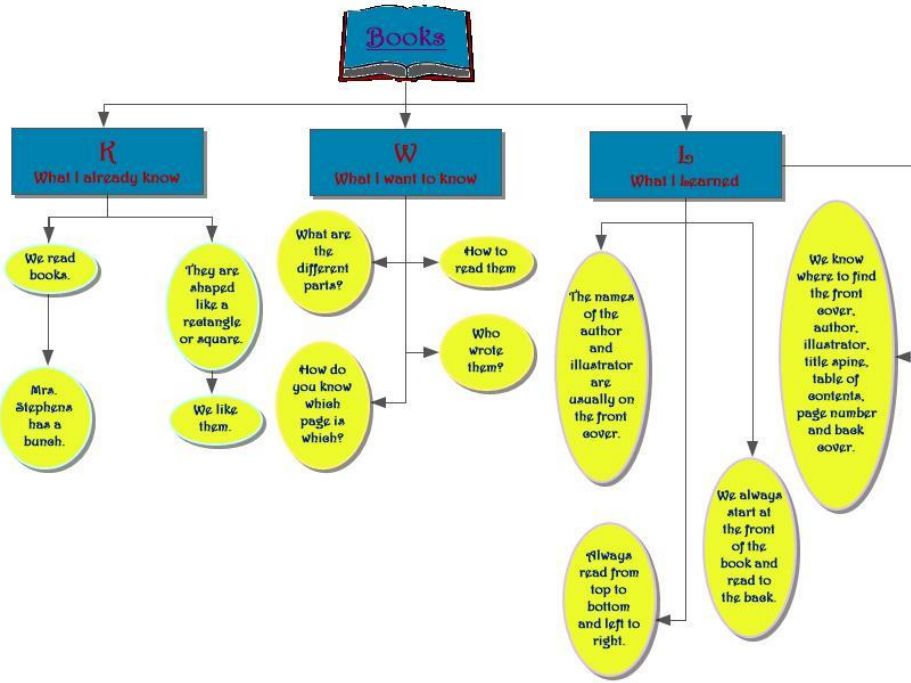
and community assets?

What will you say and do? What questions will you ask?

How will you engage students to help them understand the concepts?

What will students do?

How will you determine if students are meeting the intended learning objectives?



I will review several times by holding my book up in front of the class, pointing to the different parts of the book and asking for them to tell me what each part is called. I will also ask questions about how to read it such as, Do I start reading this book from page 6? Will the book end at the front? When reading this page should I start with the words on the right-hand side of the page on the bottom?

Students will show me where each part of the book is located and point to which side I should start reading on and point to where the author's name is.

I will make sure students understand by doing a quick one on one check with each student to be sure they know what we have reviewed. In the future, I will be able to tell if students really understood what I taught them by asking questions about each book we read and by observing how students read on their own.

Structured Practice and Application

\_\_\_\_\_ Minutes

How will you give students the

I will give students opportunity to show what they have learned by and even give myself an opportunity to provide feedback by asking questions every time we read a book.

Once students have learned to read, they will use what they learned about parts of a book and how to go about reading it every time they pick up a book. They will open it up from the front cover and start reading from the beginning.

<p>opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson by giving students the opportunity to tell me what they learned about books in this lesson.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>

<p><b>Student Interactions</b></p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Ask students to show their partners the different parts of the book and tell them the names.</p>
<p><b>What Ifs</b></p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The what we want to know about books section may get a little too advanced for the simple lesson we are trying to learn and I can combat that by saying things like “well we don’t want to know what happens in the book, we just want to know about the different parts and how to go about reading it.”</p>
<p><b>Theoretical Principles and/or Research-Based Best Practices</b></p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	<p style="background-color: #f0e6e6;"></p>
<p><b>Materials</b></p> <p>What materials does the teacher need for <b>this lesson</b>?</p> <p>What materials do the students need for <b>this lesson</b>?</p>	<p>Teacher will need a book, smartboard, and KWL chart.</p> <p>Students will just need a book.</p>

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### Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you <b>support</b> students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

### Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

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### Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your <b>instruction</b>?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

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**Resources:**

Attach each assessment and associated evaluation criteria/rubric.