

Name Megan Adams

Lesson Plan Template

Lesson Segment Focus Important Parts of a Book

Lesson 1 of 4

Course & topic addressed Reading; Important Parts of a Book

Date 1/29/2018 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will read and remember important parts of a book including the characters, events, and setting.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have to use their comprehension of the story to fill out the organizer. Students will have read books before and have heard the terms characters, events, and setting.
Knowledge of students background (personal, cultural, or community assets)	Students will have read books before and understand the set up.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	RL. 1.3: Describe characters, settings, and major events in a story, using key details.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	I want children to think before the story, so they can relate to it. I could also help phrase certain questions, so the children have provided support when faced with key terms/questions. If students finish early, I will ask them to write a short summary and include lots of descriptive words and encourage them to use the vocabulary we discussed.
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Key Vocabulary

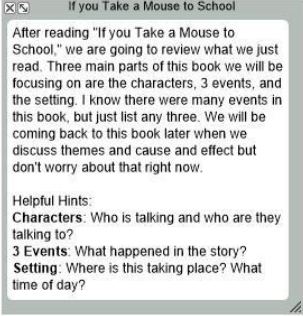
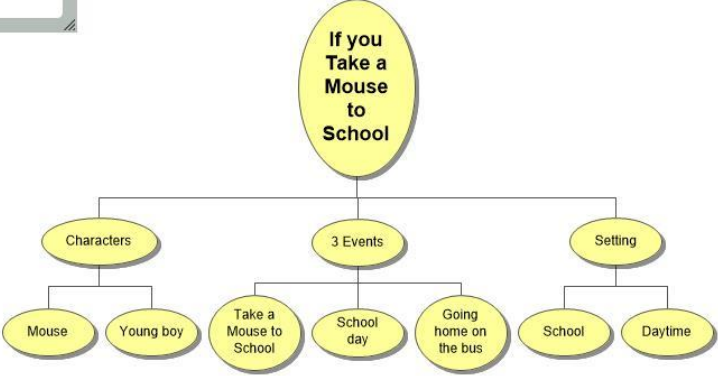
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Characters, Setting, and Events
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Materials

Materials needed by teacher for this lesson .	“If you Take a Mouse to School” book, Inspiration 9 software
Materials needed by students for this lesson .	Pencil, the Inspiration worksheet

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
20 minutes	<u>Introduction:</u>	<p>“It is time for reading! I want you to close your eyes for a minute and think about getting up for school in the morning. What do you do in the morning? Is it easy to wake up? Does your mom wake you up? What do you eat for breakfast? Do you follow the same routine every day?” *I will continue to ask questions like this until I feel it has been long enough for all students to come up with their answers. Then I will call them over to the carpet and we will share some routines. Then I will read the story to the children. I will emphasis IF and THEN when reading and ask students what they think will happen before reading the text on the page. This will show it is important to look at the title, cover, and all the pictures inside even if you don’t know all the words. After reading, we will go over any questions students may have about the story.</p> <p>*</p>
15 minutes	<u>Instruction:</u>	<p>“I want you to go back to your seat and I will come around and hand you a worksheet over what we just read. This should be completed on your own but don’t start until everyone has their paper because I will go over it with you.” *I will hand out the worksheet and go over the directions listed on the page before allowing them to complete it. *</p> <p>*Students who finish early will be asked to write a summary with lots of descriptive words and vocabulary terms.</p>

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
		 <p>After reading "If you Take a Mouse to School," we are going to review what we just read. Three main parts of this book we will be focusing on are the characters, 3 events, and the setting. I know there were many events in this book, but just list any three. We will be coming back to this book later when we discuss themes and cause and effect but don't worry about that right now.</p> <p>Helpful Hints: Characters: Who is talking and who are they talking to? 3 Events: What happened in the story? Setting: Where is this taking place? What time of day?</p> 
10 minutes	Closure:	As a class, we will go over the worksheet. I will emphasize the importance of finding the characters, main events, and setting when reading. Papers will be turned in and we will move onto our next lesson of the day.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I will create a group of ADHD/ ESL learners and put them in the back of the room, so I can provide more instruction and guided help. This will help them work with each other and have assistance from me if needed.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	If students are struggling, I can come around with the book and help them one on one. I will still make them tell me the answers, but I will help guide them in the right direction.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	This will be a formative assessment because we will use this book to cover more topics such as cause/effect and using descriptive words when writing.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

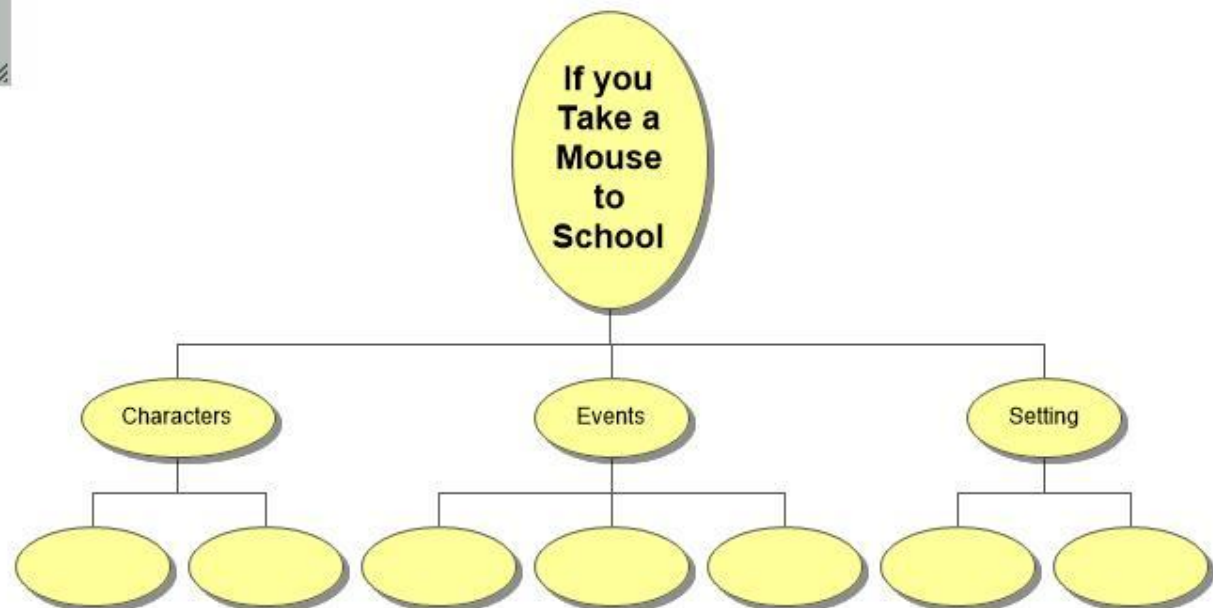
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Below: The first is the handout that will be given to the students. The next is the thought process and the answers the students should have come up with.

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