# Lesson Plan Template


## Topic / Title: Determining Text Importance/Identify Sequence of Events Course EDUC 320

## Approved by Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name: Rachael Heidorn Date: 11/10/15**

**Time allotted: 1 hour 30 minutes**

**Subject: Literature Grade level: 1**

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| 1. **Standards; objectives / requisite skills / learner outcomes** **“**At the completion of this lesson, learners will be able to …” (Use observable / measurable terms + strong verbs.)

Standard(s): SL.1.1a, SL.1.1b, SL.1.1c, RI.1.1, RI,1.7, W.1.7, SL.1.2, L.1.2, RI.1.2,Cognitive objective(s): At the end of the lesson, learners will be able to identify the sequence of events in pictures about how to make a pizza.Affective objective(s): The learners will be receiving information about finding sequence of events.Psychomotor objective(s): At the end of the lesson, learners will have used academic sentence frames to discuss strategies. The students will be raising their hands to answer discussion questions. |
| **B. Assessment plan:** How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson. Students will raise hands to answer questions that I ask.  |
| **C. Multiple intelligences:** Select one primary (p) and one secondary (s) **p** verbal linguistic musical/rhythmic visual/spatiallogical/mathematical interpersonal  **s** intrapersonalbodily/kinesthetic naturalistic |
| **D. Accommodations & differentiation for learners:** Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and assessment?  |
| **E. Materials / equipment needed:**Teacher: Comprehension Anchor Poster 1, If You Give a Mouse a Cookie children’s bookStudents: | **F. Academic language demands**Vocabulary: sequence, first, second, then, after, finally, recognizeFunction (verb): order, seeLiteracy strategy (ELA only):  |
| **G. Academic language support:** How will the teacher model and the students engage with the language demands?I will model how to spot sequencing and provide examples as to what is important text. When using language they might not know like sequencing, I will use another word that they will know to understand what it means. For sequencing, I will use the word order. I will continue to use the original vocabulary while using the other word also. |
| **I. Assumptions:** What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered?The students will recognize number order and know that things sometimes happen in an order. | **J. Anticipated questions & misunderstandings:** What common misunderstandings or errors may occur? What pre-assessment is used? They may use number sequencing for everything instead of mixing it up. For example: first, second, third- first, then, last. |
| **L. Technology:** What, if any, use of instructional tech. are involved during instruction, learning tasks, and/or assessment?SMART board |
| **Pacing / Time Allotted****10 min****20 min****60 min** | *Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions, conclusion, and key questions.* **M. Lesson planning of instructional activities & learning tasks:**1. **Anticipatory Set**: (set induction / introduction / focusing event / activating prior knowledge)Start by reading, *If You Give A Mouse A Cookie.*“Making a peanut butter and jelly sandwich is easy. First, I get two slices of bread. Second, I spread peanut butter on one side. Then, I spread jelly on the second piece of bread. Next, I put the two slices together. Finally, I eat my sandwich! What is a recipe you make? What steps do you take?” Have students turn to a partner and share their step-by-step recipe. Ask a few students to share. **Statement of Objective** (scripted)**:** “The steps you described to your partners are a sequence. When you talk to people, you often describe things that happened in a certain order. Writer do this, too. Good readers know how to recognize the sequence of events in fiction and nonfiction texts.”*Transition: “We’re going to practice recognizing sequence of events this week.”*2. **Input:** Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement) *Include what teacher will do & what students will do. Script key questions.* 1. Pull out comprehension anchor poster 1 and draw student’s attention to it.
2. “ When I look at these pictures, the first thing I need to do is figure out what they are showing me. Once way to help myself is to think about what information is important. I can figure it out by paying attention to specific details, such as the numbers and the order of the picture. Determining what information is important makes things clearer in my mind
3. “Let me show you how I do it*.* The first thing I notice is that each picture is labeled with a number. I wonder why. I think it means I should look at the pictures in a certain order, with 1 being first, 2 second, 3 third, and 4 last. Since the numbers are very important to understanding this picture. Determining important information helps me identify the sequence, or order, of steps.
4. “What do you notice that is important in these pictures?”Write on the Smartboard what they came up with as important.
5. “Sometimes text gives us clues to when there is a sequence. Those words might be first, second, third, next, last, then and so on. Now what sequence, or order, is this pizza being made in? How would you describe to me what’s happening in these pictures?”

The first step is\_\_\_\_\_. The second step is\_\_\_\_\_. The next step is\_\_\_\_\_\_\_. The last step is\_\_\_\_.1. “Why do you think it’s important that we recognize or see a sequence of events? How does this help you as a reader?”
2. “How did determining important information help you understand the pictures?”
3. “What are some signal words for sequence of events that we used today?”

*Transition: “We are now going to go into our reading stations.”*3. **Guided Practice:** Small group reading instruction. The students go into their reading stations. They are put into groups based on ability. During the small group reading, they will each be reading appropriate books for their ability. The students take turns reading a page while I monitor and make sure they are doing everything correctly. 4. **Evidence of Learning:** *How will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives / skills? Will students be involved in assessment / reflection upon their own learning?* They will be reaching the objectives when they are able to identify sequence in the pictures, determining what is important, and discussing strategies. The students will be doing small group reading and then I will know they understand sequence and text importance.5. **Closure & Independent Practice:** (transfer of learning / assignment) *How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?* The assignment is evaluated in group discussion, participation and the small-group reading. **Closing Statement** (scripted): “Remember, you can look for sequence in a text, too. Tomorrow, we will practice looking for sequence in a text.” |
| **N. Evaluation & reflection of teaching / learning:** *Respond with thoughtful, professional insights that go beyond superficial considerations. For example, consider whether and how you know that students reached the learning targets, what strategies might have led to improved instruction, whether assessments provided useful data, and the extent to which the whole class, individuals, and subgroups achieved the objectives. How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?* **1. As I reflect on the lesson, to what extent were students productively engaged?** The students were engaged wonderfully. I think they were so engaged because it was my very first day.**2. To what extent did the students learn what I intended? Were instructional objectives met?** This was the very first day to a new lesson and they picked up on what we were learning right away. I know they met the objectives when I reviewed with them at the end of the lesson and most of the classes’ hands were up.**3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?** Since this was my first lesson, I went completely by my lesson plan. My host teacher does the same thing because the basal reader we are using is brand new this year to the school.**4. To what extent did I practice effective classroom management strategies? What issues do I** **need to address when I teach again?** Again, the class acted very well for me. My host teacher likes to tell the students to check themselves when they are acting up and I should have used that with one student when he started to get distracted. I will make sure to use this strategy for future lessons.**5. To what extent did I provide closure to the lesson?** I closed with a preview of what we were to do tomorrow. This let the students know that if they didn’t get the material today, we are going to go over it again tomorrow.**6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?** I felt really confident giving this lesson which I think made it easier for the students to understand. I would definitely make it a little more interactive for the students so they aren’t just sitting there for 20 minuets listening to me talk. |
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