

Lesson Plan Template

Grade: first grade		Subject: ELA	
Materials: Little reading books, notebook, chrome books, and word work		Technology Needed: None	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 1 RI.2 Identify the main topic and retell key/supporting details of a text.		Differentiation Below Proficiency: They have readers that are at their reading level. I will have some premade sentences to help them write their sentences. Above Proficiency: The readers are more advanced that they are reading. They will be able to figure out what sentences they are writing. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Visual Tactile	
Objective(s) By the end of the lesson students will be able to pick out details of a story by using a topic detail chart. Bloom's Taxonomy Cognitive Level: Understanding			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will work in their stations until they hear the ding from the teacher. • Students will do transitions quietly • Students have their reading groups that they are already placed into 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will work quietly • Students will follow their expectations set for their station. • They will listen to the teacher when giving instructions 	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> • This is ELA centers • Students are going to be rotating through four different stations. <ul style="list-style-type: none"> ○ Reading ○ Wordwork ○ Teacher ○ Writing 		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Have the students at the carpet • What has our theme been for this week when we are reading our stories? <ul style="list-style-type: none"> ○ Nonfiction what do friends do together? • Today we are going to keep talking about friends and reading about them 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Before we move into our groups, we are going to talk about the nonfiction book you guys all read yesterday. • I wasn't the one to read this book with you, so I want you guys to explain to me what it was about. • Those are some nice details you gave me about the book. I want you to keep those in your mind because we are going to be doing some writing about details when we come back to the table. • For writing you are going to finishing up your pumpkin poems <ul style="list-style-type: none"> ○ You can color them, cut them out, and then we are going to put your picture with your pumpkin • For reading you are going to grab your book bin and read to self <ul style="list-style-type: none"> ○ There is no technology • For word work you are going to do this sheet where you cut and glue the sentence and then write it below <ul style="list-style-type: none"> ○ The says..... ○ When you are done with that you can work in the rainbow cart • For teacher station we are going to be looking at the stories you read yesterday and writing some details in our writing notebook 		

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	<ul style="list-style-type: none"> ○ When you come back to the teacher table make sure you have a pencil and your yellow writing notebook ● Now I am going to call you guys into your groups
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● As the other groups are working, I am going to be working with one group on their comprehension skills. ● at the back table I am going to be working with kids at their reading levels. ● Today we are going to be writing about details in the story. ● Here is a topic and detail diagram ● At the top of the page we are going to write the topic of the story which is “Fun with Friends” ● We have been talking about friends all week and the book you guys read is all about having fun with friends. ● Now I want you guys to think of one sentence that gives details about the topic. <ul style="list-style-type: none"> ○ What were they doing in the story to have fun with friends? ○ How could we write a sentence about that? ● We are going to write three details about the story. ● As the students are working talk to them about the details they are choosing and why they chose them.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● Before we transition to our next station, I want you guys to share with each other one detail that you picked from the story. ● Transition the students to the next station.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Listening to the students pick out the details when retelling the story. As well as watching them when they are writing their sentences when they are sitting at the table with me.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Reading the students details they write down at the table.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This lesson was where students were doing their stations for daily five. These students only do four stations though. The students worked on their writing skills, their word work for the week, silent reading, and working with the teacher. In this lesson plan I mostly focused on what was happening at the teacher table. The students did good with their stamina and doing their jobs. At the teacher table the students were working on finding details of the story that they read the day before. The students are broken up into groups based on their reading levels. This was helpful to have the students broke up based on their reading levels. The low-level readers I helped them to write the sentences by taking their thoughts and wrote it on a white board for them to copy it. By the time I got to the highflyers the students were making sentences by themselves and didn't need help besides a couple of words to spell them. I knew that they learned this concept because they were all telling me details about the story. They were then writing the details on their topic and details chart. One thing that I would change for this lesson is making sure all instructions are clear for the students. When the students were done with their word work worksheet, they were confused what to do next. I should have explained it better to the students before I let them go into their separate stations.</p>	