

Lesson Plan Template
Date: 1/25
DB

Grade: 1		Subject: Reading (Day 1 and 2)	
Materials: printed outlines, projector, whiteboard		Technology Needed: Projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input 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 type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: Structure and detail	
Standard(s) RL.9 Compare and contrast the adventures and experiences of characters in stories.		Differentiation Below Proficiency: Students who are below proficiency will be given the instructions one piece at a time. They will be given support and prompts as needed and they will have the information the need printed clearly on a separate piece of paper to reduce clutter. Above Proficiency: Students will be guided to input more details into their graph and complete more independently. Approaching/Emerging Proficiency: This lesson is designed for students approaching proficiency. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Students will be able to create visuals and see the examples in the process of completion. • Auditory: Students will get the verbal instructions, verbally interact with the teacher and with peers, and will be asked to verbally explain their own thinking. • Kinesthetic: • Tactile: Students are applying their knowledge though constructing a graph. 	
Objective(s) <ul style="list-style-type: none"> • By the end of this lesson, students will understand how to identify the similarities and differences between two characters or experience through displaying this information in a Venn diagram. Bloom's Taxonomy Cognitive Level: Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Attention getters: clap a rhythm and wait for students to repeat the rhythm. Repeat as needed. Begin talking when students have voices off and eyes on me. Use this for transitions and instructions. • Dismissal: after instructions are given the teacher signs G-O in ASL than points towards the area the students are moving to next. • Give students time warnings as they work to keep them on task and give them a heads up before a transition happens. • Students will only be called on if they raise their hand in advance. • When students need reminders, it will be done gently and consistently and any ongoing distractions will be minimized. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to follow the rules and procedures of the classroom. <ul style="list-style-type: none"> • At desks: students will sit at their desks, using their seating properly, following given instructions, and staying on task. • On rug: students will sit in their circle spot, crisscross, on their pockets. Their eyes will be on the speaker, and their voices will be off. Students will only be called on when their hand is raised. • While listening: students will be sitting up, on their pockets. Legs crisscrossed, and their arms in their own space. Students should have their eyes and bodies turned towards the speaker. • Questions: students will raise their hand and wait for the teacher to call on them when asking or answering a question. 	
Minutes	Procedures		
	Set-up/Prep: Have "a very hungry caterpillar book" ready. Print Venn diagram papers. Have Venn diagram ready to project on the whiteboard.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • First day, Say "we are going to read a book today and a different book tomorrow, • For today we want are going to listen to this book and think about similarities and differences between the caterpillar on Monday and the caterpillar on Friday" • Read book Second day <ul style="list-style-type: none"> • We are going to read another book by the same author that wrote the book we read yesterday. • Read book. 		

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5	<p>Explain: (concepts, procedures, vocabulary, etc.) First day. Have the Venn diagram ready to be displayed on the white board.</p> <ul style="list-style-type: none"> • If I wanted to show a picture of how to show how things are different I would make two lists. Draw two circles on the board and ask what some differences are between the caterpillar on the first day vs the last day. Take three suggestions. • But, I also want to show what is the same about the two days. So we can use something called a Venn diagram to give us a better idea. I am going to label this circle as the first day. And this circle as the last day. So all of our differences would go in these side circles. And then here, where the two circles overlap will be what is true for both of them, not just one of them. • “we are going to think in our heads about the first day the caterpillar started eating and the last day before he went into his chrysalis.” • Hand out Venn diagram and complete the differences with the students • Ask students what the similarities are and have them follow along with their answers. As they input the similarities and differences into the diagram, <p>Day 2 Go over the same information, using guiding questions (“where do we put what only will apply to the one thing?” Where do we put what is true for both of them?”) to recall prior information for students. Have students contribute one similarity and one difference and then move into the explore phase.</p>	
20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Day 1 Have students add two more things into their diagram, collect these to check for understanding.</p> <p>Day 2 Give students a blank Venn diagram and have them fill in a similarity and a difference with guidance. After, students will be encouraged to recall and analyze the books for similarities and differences to input on their graphs. They will aim to add one difference and two similarities.</p>	
3	<p>Review (wrap up and transition to next activity): Show another collection of data that a student collected earlier in the week and have them fill in the graph on their own and submit on an exit ticket. Collect for summative assessment.</p>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>Progress will be monitored throughout the lesson using verbal and visual methods.</p> <ul style="list-style-type: none"> • Throughout Engage and Explain portions of the lesson, there will be verbal checks as the teacher asks WH questions (who, what, when, where, why, and how) to check for student understanding. Questions include • Throughout the entire lesson, turn and talks will be used to allow students to put learning into their own words. • Throughout the lesson, thumbs up to show how much the student is confident they understand the material will be utilized. • During the Explore part of the lesson, the teacher will be walking around to visually monitor student progress, their level of on-taskness, and to ask WH questions. <p>Formal Formative assessments:</p> <ul style="list-style-type: none"> • Graphing organizers throughout the lesson. Students should be filling in the organizer throughout the guided steps. • Students will complete one graph independently and their progress will be checked before moving on to the final summative assessment. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>End informal assessment: Students will create a diagram on the second day demonstrating the similarities and differences between the two books.</p> <p>End formal assessment: Students will independently create a Venn diagram of a chosen adult animal compared with their babies later in the week to include in their animal books.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This was my first lesson of the week and also the first thing that was taught after morning meeting. My favorite part of my time in the classroom was every time the first graders get excited about something that I glossed over when I was going over it before the lesson. We came to the ending in the book and half of them gasped or cheered when the spider finished making her web. Talking it over with my practicum teacher I changed the timing a little bit for the lessons. The read aloud happened during reading aloud with guided questions, share outs, and turn and talks to introduce the story and the concepts of compare and contrast. The activity introducing Venn diagrams was done later during math time for the sake of spending a good chunk of time going through the concepts.</p>		

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Teaching a similar lesson two days in a row worked out really well, especially with collecting student samples from both days to compare and get a good idea of where the students were at. Based on the first day, I covered a bit more dealing with what kind of information should be included inside of a Venn diagram but the students demonstrated good observations of similarities and differences. I really enjoyed reading to students and continued to read Eric Carle books for the rest of the week. In addition to getting more exposure and information about the art style, I talked to the students about the author and what his style of writing and illustrating is. Later in the week at library time, a lot of students asked about Eric Carle books.

This reading lesson also bled into math for the rest of the week. I liked how this integrated lesson worked though the entire week. If it was me in my classroom I would have been able to move the schedule around and have math directly after reading in order to keep the learning flowing but it was fine with the breaks. I liked the scaffolding I was able to do broken up into several days. I could improve by having a set rubric with realistic expectations for that grade level beforehand. Since this was my first day back in first grade, some things like the spelling and handwriting expectations that I included would have put basically all students below proficiency. I focused on content and used the expectations that I had designed as solely a formative tool to show me where the gaps were that I needed to hit again the next day.