

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: 1<sup>st</sup> Grade</b>	<b>Subject: Benchmark</b>
<b>Materials: Anchor chart, Reading book, Markers</b>	<b>Technology Needed: None</b>
<b>Instructional Strategies:</b> <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"/> <b>Visuals/Graphic organizers</b> <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)	<b>Guided Practices and Concrete Application:</b> <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:
<b>Standard(s)</b> RL.3.1 Describe characters, settings, and major events in a story using key supporting details	<b>Differentiation</b> <b>Below Proficiency:</b>  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b></li> <li>• <b>Auditory:</b></li> <li>• <b>Kinesthetic:</b></li> <li>• <b>Tactile :</b></li> </ul>
<b>Objective(s)</b> By the end of the lesson, students will be able to explain characters, settings, and major events in the story by organizing them on an anchor chart.  <b>Bloom's Taxonomy Cognitive Level:</b> 5, Evaluating	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The classroom management that I will be using during the lesson is Champs. C-conversation, H-help, A-activity, M-movement, P-participation = S-success. C-voice level 0-1, H-raise hand and wait patiently, A-participate in the activity, m-actively move with the prompted words, S-success for the activity.	
<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will be sitting quietly while the story is being read. The students will be expected to actively participate	
<b>Minutes</b>	<b>Procedures</b>
<b>5 Minutes</b>	<b>Set-up/Prep:</b> 1. I will write out an organizer that has the characters, setting, and plot for the two stories.
<b>5 Minutes</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> 1. I will first ask the students questions about what a character is, what is a setting, and what is a plot. <ul style="list-style-type: none"> <li>• Can someone tell me what characters are in a story?</li> <li>• Can someone tell me what a setting is in a story?</li> <li>• Can someone tell me what the plot is in a story?</li> </ul> 2. I will then provide the definitions or clarifications if needed for characters, setting, plot
<b>5-8 Minutes</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> 1. We will read the first song <i>The Bear Went Over the Mountain</i> <ul style="list-style-type: none"> <li>• Read story</li> </ul> 2. I will then ask students questions about the story (For character and setting I will call up students to write the answers on the Anchor chart. I will write the plot on the anchor chart) <ul style="list-style-type: none"> <li>• What was the character in this story?</li> <li>• What was the setting in this story?</li> <li>• What was the plot of this story?</li> </ul>
<b>10 Minutes</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> 1. We will then read <i>Bear Goes Over the Mountain</i> <ul style="list-style-type: none"> <li>• Read story</li> </ul> 2. I will then ask the students questions about the story (For character and setting I will call up students to write the answers on the Anchor chart. I will write the plot on the anchor chart) <ul style="list-style-type: none"> <li>• What were the characters in this story?</li> <li>• What was the setting in this story?</li> <li>• What was the plot of this story?</li> </ul>
<b>2-4 Minutes</b>	<b>Review (wrap up and transition to next activity):</b> 1. The class will review characters, setting, and plot

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	<ul style="list-style-type: none"><li>• What are characters?</li><li>• What is a setting?</li><li>• What is a plot?</li></ul> <p>2. You guys can remain seated on the floor for calendar</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"><li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li></ul> <p>I will use observation as a form of formative assessment. I will also use the chart for characters, setting, plot as another form of formative assessment.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>The students will be read a story out loud and they will have personal copies of the story. In a chart, the students will have to independently identify what the character, setting, and plot are for the story.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This lesson was fun to teach, and it included students in the lesson. The students were reviewing character, setting, and plot. During my lesson the students sang the original song with me which they enjoyed because most of them knew it. I had the students on the carpet in front of an anchor chart which helped to keep them engaged throughout the lesson. While we were filling out the anchor chart students were selected to come up and write the words on the anchor chart. The students liked being able to come up and be a part of the lesson. I was surprised at how many of the students wanted to participate and were comfortable writing in front of the class because a majority of them needed help spelling words out. I also was surprised at how willing the students on the carpet were to help the student writing out. The students on the carpet would spell words out if the student writing did not know how to spell it. This was amazing to witness and be a part of because I got to see how comfortable and supportive the students were to each other. On the anchor chart I had each story next to each other so we could see what the characters, setting, and plot were for each story. Another thing that worked well was I let the students pick who was next to come up to the board and write on the anchor chart. Before I read the story, I reviewed what character, setting, and plot were and had them think about it while I was reading or singing the story. The students learned how to find the characters, setting, and plot for stories and write them on the anchor chart. I know they learned this because they knew this because they correctly identified character, setting, and plot for each of the stories. Even though the lesson went really well, there were some things I wish I would've changed or added. Before I even started the lesson, I wish I would've discussed that not everyone would get a turn to write on the anchor chart this time and they would get a chance another time. I wish we would've talked about this before the lesson because during the lesson I had a couple students upset they didn't get a turn. Since I did not discuss this before the lesson I had to stop in the middle of the lesson, and we had to talk about it. I think discussing this before the lesson would have helped the lesson go smoother because I would not have had to stop and discuss it with them. I also wish I would've had the students write out the plot on the anchor chart instead of me writing it out. Some students would turn and talk with others and be distracted while I was writing the plot out. I think having the students write the plot out would have kept them engaged longer and it would have allowed a couple more students the opportunity to write on the anchor chart. The last thing I would change would be to have the students pick each other in girl, boy order because the girls picked the girls and the boys picked the boys.</p>	