

Lesson Plan Template

Date: _____

Grade: 1st Grade	Subject: Benchmark
Materials: Three Shapely Pigs book, chart paper and marker	Technology Needed: None
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer <input type="checkbox"/> Guided practice teaching/collaboration/ <input type="checkbox"/> Socratic Seminar cooperative learning <input type="checkbox"/> Learning Centers <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Lecture <input type="checkbox"/> PBL <input type="checkbox"/> Technology <input type="checkbox"/> Discussion/Debate 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:
Standard(s): R.L.09 Compare and contrast the adventures and experiences of characters in stories	Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: • Auditory: • Kinesthetic: • Tactile :
Objective(s) By the end of the unit, students will be able to compare and contrast the different experiences of characters in a story. Bloom's Taxonomy Cognitive Level: 2, Understanding	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Before beginning I will countdown from 5 to get the attention of the students. Students will actively participate in the group activity by raising their hands and answering questions. During the story, students will be sitting quietly.
Classroom Management- (grouping(s), movement/transitions, etc.) 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, H-raise hand and wait patiently, A-participate in the activity, m- sitting quietly, S-success for the activity.	
Minutes	Procedures
5 Mins	Set-up/Prep: 1. On an anchor chart draw out compare the stories chart. One side will be the three little pigs and the other side will be the three shapely pigs
5 mins	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) 1. Today we are going to read the three shapely pigs which will probably be similar to a story you already know. 2. Raise your hand quietly if you have heard of the three little pigs, it is a very old story and there are many different versions of it. 3. I am going to have you guys tell me about the version of the three little pigs you have heard of. If you know the answer raise your hand and I will call on you. a. What did the three little pigs do? b. What kinds of houses did they build? c. What did the big bad wolf do? 4. *I will have the answers to the questions for the three little pigs already written on sticky notes 5. As students answer questions, I will put the sticky notes under the chart paper

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5 mins	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. Now that we have talked about the three little pigs, we are going to be reading the three shapely pigs. 2. As I read through the story, I want you to think about how it is the same and different as the three little pigs 3. *Read story
5 mins	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. Now what can you tell me about the three shapely pigs? Raise your hand if you know the answer and I will call on you. <ol style="list-style-type: none"> a. What did the three pigs do? b. What kind of houses did they build? c. What did the wolf do? d. What did the three shapely pigs do at the end of the story? 2. As students are answering questions, write down answers on the three shapely pigs side of the chart paper 3. Now turn and talk to the person next to you, the person with longer hair shares first one thing that is similar about the two stories <ol style="list-style-type: none"> a. Have one group share with the whole class 4. Now turn and talk to the person next to you, the person with shorter hair share first one thing that is different between the two stories
1 min	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. Tomorrow we will read the story again, and work on sequence of events.
<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>I will be using observation of the student's discussion as a formative assessment. I will also the students answers to the questions as another formative assessment</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The students will be read two different stories. (One will be an original story, and the second will be an adaptive version of the story). Students will have to compare and contrast the two stories by filling in a chart</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?)</p> <p>This was my first ever lesson that I would be teaching, and it was the lesson I was being observed on, so I was very nervous for this lesson. Overall, the lesson went well but there were things that I would've done differently. The first thing that I believed went well was the students were engaged in the story we were reading. The story was an adaptation of the three little pigs which most of the students had read before. Another thing I thought went well was the comparing and contrasting of the two stories. The students were engaged in answering the different questions I had prepared for each story. Something that helped make the lesson run smoothly was that I had prepared the answers to the questions I asked on sticky notes. Another thing that I believed went well was the turn and talk the students did discussing similarities and differences between the two stories. The students were excited to share their thoughts and ideas with each other about the stories. Something that went well about the discussion was that the students were able to pick a partner without fighting or being disruptive. To ensure the discussion went smoothly, I had assigned who would talk first which was depending on hair length, which went well. They were also excited to be able to share what they noticed was the same and what was different about the stories with the class. Something I wish I would've done was to read the <i>Three Little Pigs</i> before reading the <i>Three Shapely Pigs</i>. I was concerned about fitting the whole lesson in 15 minutes, so I did not read the <i>Three Little Pigs</i>, but I wish I would've to allow the students fresh information about that story. Another thing I wish I did was to prepare more questions about the stories or make some up on the fly. I wish I would've done this because the students were excited about answering the questions, I could tell that they wanted more. I also wish I had more questions to prepare so the students had more to discuss during their turn and talk. It seemed like the students enjoyed talking about</p>	

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the differences and similarities between the stories and they wanted to continue. Another thing I would change would be to not have answers to the questions prepared. I prepared the answers because I was worried about making the time limit, but I think the lesson would have been more engaging if I were to write exactly what the students were saying about the two stories. The students learned how to compare and contrast between two stories. They learned this by first picking out key details of the story and then they talked about how they were different and how they were similar. I knew they learned this because when they were sharing similarities and differences with the class, some of the students shared the ones that were on the board and some found other similarities and differences.