



## Lesson Plan Template

5	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>• Create the worksheet for the book, with a timeline and different events that take place during the story.</li> <li>• Print out the worksheets and place one on each student's desk.</li> <li>• Make sure I have the book we are reading out and ready for reading.</li> <li>• Ask students to come into the classroom and to find a spot on a dot</li> <li>• Wait for the students to sit quietly, with hands to themselves and staring at me.</li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>• “Alright 1<sup>st</sup> graders! Today we are going to read a great book for today! I want everyone to make sure they are focusing on the details in this story like, Who the characters are, What is happening, and Where is everything happening? Alright! Make sure you remember what the details are because we are going to need them for the next activity!”</li> <li>• Read story</li> <li>• “Alright students, if you could please find your seats in the next 10 seconds with a voice level of 0 that would be excellent! Can you all remind me what a voice level of 0 looks like? “</li> <li>• Wait for examples</li> <li>• “Alright! That is perfect! Lets do this in the count of 10. 10, 9, 8.....”</li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• “Thank you so much students for doing that so well! Lets look at the worksheets that are on your desks. We are going to do the first part together as a class, but after we will collaborate together in pairs.”</li> <li>• “The next part for this is talking about the main parts of the book. There were 4 main events in the book we just read. Can anyone think of the first one?”</li> <li>• *Student that speaks Spanish will have already been prompted for the second part.</li> <li>• “Awesome! What about the next part?”</li> <li>• Call on student.</li> <li>• “Great job! What about for the other 2?”</li> <li>• *Write the events on the board for display.</li> <li>• “Alright, now that we have the 4 major events from the book, we need to look at our worksheets and ask ourselves what is it asking of us? For the first question, it asks us WHO? Who was involved during the first event?”</li> <li>• Responses</li> <li>• “Great job! The next part is WHAT? What happened during this part? Great! Finally, WHERE? Where did this happen? All of your responses have been great! Now that we completed the first major part together, you will work together to complete the remainder of the worksheet. Once you have completed the other questions, you may color the picture. Just remember, I need to see your words and letter.”</li> <li>• “Can I clarify any part for anyone? If not, then let’s get started!”</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• <b>Formative Assessments using questioning strategies and observations.</b></li> <li>• “Students, I want everyone to pay close attention to parts 2 and 3. Let’s look on the board to remember which part came first, because I think some of us are getting confused with both parts. If you are confused, let’s ask another group then come and ask me.”</li> <li>• “Everyone is doing great! I’ve seen a lot of groups fix their second and third parts and they look great! Let’s try and finish this in the next 10 minutes.”</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• “Alright that was 10 minutes! That means it’s time to wrap it up. Everyone did an amazing job with their worksheets and I am so excited to see your artwork! I would like to ask the class a question. Where else could you use the skills we learned about during this worksheet?”</li> <li>• Responses</li> <li>• “Yes! Every answer sounded great! During our future read aloud, I want everyone to ask themselves, Who is involved, What is happening, When is it happening, Where is the scene, and How does the event make the characters feel? This is going to help us when we begin writing our stories.”</li> </ul>

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<p><b>Formative Assessment: (linked to objectives)</b> Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. <b>Highlighted</b></p> <p><b>Consideration for Back-up Plan:</b> If the student does not understand the lesson, I will work with them one on one during their work time. I also will only assign them two parts to complete. The beginning and end of the story. Once they have grasped the concept of beginning and ending of a story, we will begin working on the middle of the story.</p>	<p><b>Summative Assessment (linked back to objectives) End of lesson:</b></p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>		

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Artifact A:

What are the main events?

WHO: \_\_\_\_\_  
WHAT: \_\_\_\_\_  
\_\_\_\_\_  
WHERE: \_\_\_\_\_  
\_\_\_\_\_

WHAT HAPPENS  
NEXT?

WHAT: \_\_\_\_\_  
\_\_\_\_\_  
WHERE: \_\_\_\_\_  
\_\_\_\_\_  
WHY: \_\_\_\_\_  
\_\_\_\_\_

WHAT HAPPENS  
NEXT?

WHAT: \_\_\_\_\_  
\_\_\_\_\_  
WHEN: \_\_\_\_\_  
WHY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WHAT HAPPENS  
NEXT?

WHAT: \_\_\_\_\_  
\_\_\_\_\_  
WHERE: \_\_\_\_\_  
\_\_\_\_\_  
WHEN: \_\_\_\_\_  
\_\_\_\_\_

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