Grade: 1	Subject: Language Arts
Materials: Writing Utensils, Worksheet, and Book	Technology Needed: Potentially Powerpoint
Instructional Strategies:	Guided Practices and Concrete Application:
□ Direct instruction □ Peer teaching/collaboration/ □ Guided practice cooperative learning □ Socratic Seminar □ Visuals/Graphic organizers □ Learning Centers □ PBL □ Technology integration □ Discussion/Debate □ Modeling □ Other (list)	□ Large group activity □ Independent activity □ Pairing/collaboration □ Imitation/Repeat/Mimic □ Simulations/Scenarios □ Other (list) Explain:
Standard(s) Describe characters, settings, and major events in a story, using key/supporting details. RL.3 Objective(s) Students will explain what the main events of the story are in order on a timeline, by the end of the lesson. Bloom's Taxonomy Cognitive Level: Synthesis	Differentiation Below Proficiency: Students will be able to look at the story while working on the worksheet. Above Proficiency: Students will not be able to look at the story while working on the worksheet. Approaching/Emerging Proficiency: Students will need to place the characters on the timeline as well as describing the setting of the story. Modalities/Learning Preferences: Visual: PowerPoint. Kinesthetic: Allowed to move throughout the classroom during work time. Auditory: Verbal Instruction.
Classroom Management- (grouping(s), movement/transitions, etc.) Transition from reading time after lunch to their seats for direct instruction. Transition from writing lesson, direct instruction, to writing in their journals.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Using CHAMPS, which is been used from the beginning of the year, students will begin with a noise level of 0, Raising their hands if they have questions, individual work, remain seated, listening and following directions to be successful at this lesson.
Transition from writing their stories, to sharing their stories with their peers at their tables for peer feedback. (Giving an example of what this might look like.) Transition using "Class-class, yes-yes" Were going to transition into	For the second part of the lesson, students will have a noise level of 1, raising their hands if they have a question, collaborative working, remain seated, and listening to the teachers and peers for success at this lesson.
Our next lesson. Minutes Procedures	

5 Set-up/Prep:

- Create the worksheet for the book, with a timeline and different events that take place during the story.
- Print out the worksheets and place one on each student's desk.
- Make sure I have the book we are reading out and ready for reading.
- Ask students to come into the classroom and to find a spot on a dot
- · Wait for the students to sit quietly, with hands to themselves and staring at me.

Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)

- "Alright 1st 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!"
- Read story
- "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?"
- · Wait for examples
- "Alright! That is perfect! Lets do this in the count of 10. 10, 9, 8......"

Explain: (concepts, procedures, vocabulary, etc.)

- "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."
 - "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?
 - *Student that speaks Spanish will have already been prompted for the second part.
 - "Awesome! What about the next part?"
 - Call on student.
 - "Great job! What about for the other 2?"
 - *Write the events on the board for display.
 - "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?"
 - Responses
 - "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."
 - "Can I clarify any part for anyone? If not, then let's get started!"

Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

- Formative Assessments using questioning strategies and observations.
- "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."
- "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."

Review (wrap up and transition to next activity):

- "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?"
- Responses
- "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."

Formative Assessment: (linked to objectives)	Summative Assessment (linked back to objectives) End	
Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Highlighted	of lesson:	
Consideration for Back on Blanc	If applicable- overall unit, chapter, concept, etc.:	
Consideration for Back-up Plan: 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.		
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):		

