

Lesson Plan Template

Grade: First Grade		Subject: Language Arts	
Materials: book, sticky notes, pencils, worksheets, crayons/markers		Technology Needed: n/a	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Socratic Seminar <input checked="" 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 checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 1.RL.1 - Ask and answer questions about key/supporting details in a text before, during, and after reading.		Differentiation Below Proficiency: Student could work on identifying characters, student can just draw a picture instead of writing the sentence to show their thoughts Above Proficiency: Students could be challenged to write in good sentences. Challenge students to make the prediction but then write a story about their prediction. Approaching/Emerging Proficiency: Students will complete the activity as is. Modalities/Learning Preferences: Visual: Book, Chart, Organizer Auditory: Book, Class Discussion Kinesthetic: Action, Sticky Note	
Objective(s) By the end of the lesson the student will be able to utilize the strategy of making predictions by predicting what would happen next.			
Bloom's Taxonomy Cognitive Level: Applying			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be grouped at the carpet. After the explain portion they will move to another round of daily 5. When they are done they will be grouped at the carpet again. They will be dismissed by rows to go to their desks.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to be participating in the lesson. They will have a level 1 voice during turn and talks. They will be expected to use walking feet while putting the sticky note up.	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> • Gather book, sticky notes, pencil. Print worksheets. Create chart. 		
1-2 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Have the picture book or a picture of a duck that only part is showing. • “We are going to be reading a story, I have a clue for you to see what the story is about. I want you to keep your ideas in your head.” Show students the clue. “Okay turn and talk with your neighbor.” Give time to share. “I’ll have your attention in 3,2,1.” Allow students to share to the whole group. “You guys where right! Our story is going to be about a duck.” 		
13-14min	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • “You all just made a guess using the clue I gave you, this is a reading strategy that good readers use. Does anyone know what it is called?” • “It’s called predicting. Predicting is using the clues from the text or from the illustrations to make a guess of what is going to happen next. Good readers using what they are reading and what illustrations they see to think about what will happen next, making predictions. Have you ever been reading or listening to a book and you thought you knew what was going to happen next? Give me a thumbs up if you have. Good! What you thought was going to happen next was your prediction.” • “When you are making a prediction you can use words like “I think...” “I predict...” then we follow with because. We have to support our ideas with the evidence from the text or picture.” • “To help you remember what making predictions are we can pretend we are holding a magnifying glass while saying making predictions. This will help us remember to make predictions by using clues we find in the text. Let’s do that together.” <ul style="list-style-type: none"> ○ Do the action and saying together. • “We are going to read the story <i>Duck on a Bike</i>. I want you to be thinking about making predictions but keep them in your head, don’t blurt.” • Read story until page where the bikes are left by the children. • “Okay think in your heads, don’t say anything out loud. What do you predict is going to happen next? While you are thinking in your heads I am going to pass out a sticky note and pencil to you. Once you get yours you may write your prediction down and walk up to the poster and stick it on.” 		

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	<ul style="list-style-type: none"> ○ Discuss the predictions students put on the board. ● Finish reading the story. ● “Where your predictions right? Some were! Is it okay if our prediction wasn’t right?” “Absolutely because predictions are just a guess of what we think might happen.”
<p>10-12 min</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● “Not only do we make predictions while we are reading but predictions are all around us, we predict the weather, what sports team is going to win, how something is going to taste, etc.” ● “Turn and talk with your partner how other ways predictions are made.” Allow students time to share and then share with the whole group. ● “You are going to continue making predictions about this text with this sheet. I want you to make a prediction, if the book didn’t end, what do you think would happen? You are going to write down what you think here and why over here. Then you can draw your picture underneath.” ● “If this makes sense give me a thumbs up. ● “When I call your row you may walk up to me and get your paper, then walk to your desk and start.” ● Call students by row to be dismissed.
<p>1-2 min</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● “Today we talked about another strategy that good readers use, can anyone tell me what that strategy was?” Allow students time to respond. Making Predictions/Predicting ● “When you make a prediction, what do you need?” Evidence/Clues ● “You guys are great at making predictions, so now while you’re reading you can be thinking about what you are reading and make predictions on your own.”
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> ● Questioning throughout ● Sticky notes and discussion/questioning of them ● Turn and talks <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> ● Students will use evidence from the book (text and pictures) to predict what will happen next. <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I thought this lesson went pretty well! The students were engaged in the lesson by the questioning of what the story was going to be about and they all guessed correctly. I liked starting with this because without them even knowing it they were making a prediction which allowed me to slide into explaining predictions. The students were able to identify with making a prediction in their past, so I knew they would be able to grasp the concept. I was then explaining what a prediction is. I felt like I was saying the same thing over and over, which for some kids was probably good but for some not so much. If I taught this lesson again I would maybe think of how to elaborate more on it, maybe giving another example. I forgot to explain the words we use to make predictions before I started reading the story. I just did this when I stopped at the picture, but I would make sure to do this right away. I would really emphasize that we need to support our prediction with evidence/clues from the text and illustrations. So with the example of the book we were going to read, making sure the students understood that their prediction is that we are going to read a book about a duck on a bike, because they saw the feathers and wheel. I really liked the students having an action to associate making predictions with, I would maybe change it a little bit just so they move more, but I would definitely keep the action. Then we read the story. This book was really good for predictions, because it had a pretty clear prediction to make. Once we stopped and I was passing out the sticky notes I didn’t think about how they would be writing on the carpet, but it worked out just fine. I would definitely do a little bit more modeling and I would also make sure to tell the students that spelling doesn’t matter just to sound it out the best they can. This portion felt like it took a really long time, but really it only took a couple minutes so they students didn’t get to distracted but it gave them a break from listening. After they posted their sticky notes we talked about a few of them. This is where if I taught it again I would want to really emphasize why they made their predictions, what evidence they used whether that was the picture or text. I think this would help them to understand how we come up with predictions. After we finished the story we talked about our predictions. I was surprised that most of the students didn’t make the correct prediction, which is fine. This allowed me to explain to ask them if our predictions can be wrong and most said they can’t, so then we talked about how they can be wrong and why that is okay. After their daily rotation we moved onto the worksheet where they wrote their prediction for the next book and drew a picture. A lot of students struggled with finishing the sentences, I think.. and because..., so this is where they spent most of their time. However, when I talked to them individually they all had a prediction and reasoning behind it and once I helped them to understand how they were to document it they did it just fine. This sheet allowed me to differentiate for the lower learners because I just had them draw the picture and then I had them explain to me why they made that prediction. I really liked this part of the lesson and the student did too because it was fun to them to predict what the next book was going to be about. I know the students learned about making predictions</p>	

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from the sticky notes as well as the sheets, even if they couldn't write it they were able to explain to me what their prediction was and why they made it. So overall if I taught this lesson again I would make sure to explain more about supporting our predictions, the why of our thinking. Since I didn't do that in this lesson, I brought them back to the carpet while they were working on their final prediction and talked about the because part, then most caught on.