

Lesson Plan Template

Date: _____

Grade: 1		Subject: Reading	
Materials: <i>Should I Share My Ice Cream</i> by Mo Willems		Technology Needed:	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <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) RF.4 Read with sufficient accuracy and fluency to support comprehension. 8 a. Read grade level text with purpose and understanding. b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Differentiation Below Proficiency: Students will use their chosen goal and strategy for becoming a better reader by reading their “good fit” books to a teacher. Above Proficiency: Students will use their chosen goal and strategy for becoming a better reader and will be encouraged to try a more challenging book. Approaching/Emerging Proficiency: Students will use their chosen goal and strategy for becoming a better reader. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: • Auditory: • Kinesthetic: • Tactile: 	
Objective(s). After a lesson on fluency, students will read aloud with an appropriate rate and with expression during their read to self daily 5 round.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to be seated at the rug by the time the brain break activity is over. During the lesson students will give a thumbs up or thumbs down to indicate if the teacher is reading fluently or not, and are expected to raise their hands when they have something to share. During daily 5 rounds, students are expected to be independent with quiet voices, stay in one spot, do their job the whole time, and ignore distractions.	
Classroom Management- (grouping(s), movement/transitions, etc.) Brain break before lesson to transition Whole group- fluency mini lesson Independent- daily 5 rounds Brain break after daily 5 rounds to transition			
Minutes	Procedures		
1-2	Set-up/Prep: After writing, students will participate in a brain break activity. By the end of the brain break, they will be seated at the rug with eyes on the teacher.		
4	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Briefly review reading goals learned previously (comprehension-check for understanding, use the pictures, accuracy-look at the words carefully) Introduce fluency and read definition https://youtu.be/xjtPMiumixA		
4-5	Explain: (concepts, procedures, vocabulary, etc.) Introduce Elephant and Piggie book and have students raise hands if they have read them before. Read one page of the book like a robot and ask how it sounded (did it match the pictures, did I have expression) Model reading the same page with expression and ask the same questions Explain thumbs up and thumbs down reading (thumbs up-I am reading with expression, thumbs down- I am reading like a robot)		
5-6	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Read through the book and have students use thumbs to identify expression.		
1-2	Review (wrap up and transition to next activity): Restate fluency definition and strategy Review daily 5 round expectations Have students who are doing work on writing tell what they are going to write about Have students doing listen to read get started and model finding a good fit spot Have students doing read to self explain their chosen goal and strategy for becoming a better reader		
Formative Assessment: (linked to objectives, during learning) • Progress monitoring throughout lesson (how can you document		Summative Assessment (linked back to objectives, END of learning)	

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your student's learning?)

Have students read out loud during daily 5 rounds and listen to their expression and pace. Look for students stopping to decode words multiple times as well as decoding and rereading with expression. Take anecdotal notes.

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

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