

Lesson Plan Template

Date: _____

Grade: 1		Subject: Reading	
Materials: <i>Moosetache</i> by Margie Palatini		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 checked="" 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). By the end of the lesson, students will recognize how to expand their vocabulary by tuning into interesting words and following the teacher model.		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 listen to and watch the teacher model of tuning into interesting words and recording them into a word bank. Students should be reminded to listen and watch with a voice level zero during the teacher model and raise their hands if they have questions or comments. 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- vocabulary 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, fluency- choose good fit books) Introduce Expand Vocabulary and strategy (tune into interesting words)		
4	Explain: (concepts, procedures, vocabulary, etc.) Define the term ‘tune into’ (pay attention to) Briefly explain what to do when you come across an interesting word. Read book until the first interesting word, model thinking and record it on whiteboard		
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 continue modeling thinking and recording words in word collector Stop at a point in the book when students begin to get antsy and transition to daily 5 rounds		
1-2	Review (wrap up and transition to next activity): Restate expand vocabulary definition and strategy Review daily 5 round expectations Have students doing listen to read get started and model finding a good fit spot Have students who are doing work on writing tell what they are going to write about 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 to you during daily 5 rounds and identify their use of their given strategy. Look for students stopping to tune into words as well as students skipping words. Take anecdotal notes.