

Lesson Plan Template

NAME: Karen Wilform

DATE and TIME: 9/10/19 @ 10:00 A.M.

Lesson Name: A Perfect Day for It – Read Aloud **Grade Level (s):** 1st

Common Core State Standards:

R.L.1.1 Ask and answer questions about key details in text.

Learning Objectives: *The students will be able to actively listen to a story, look/listen for details and participate when questions are asked. They will also use full sentences when responding to questions.*

Content Objective- *Students will be able to listen to a story and ask questions at the closure. Depending on the questions asked, they will be able to share their own experiences or find answers from the pictures and text in the book.*

Language Objectives- *Students will achieve the content objectives by listening to the story and speaking when answering questions. There will also be times when they will turn to their talking partner and express their comments. They may also share those comments during the read aloud.*

English Language Development (ELD) Standards and Proficiency Levels-

Emerging: *Section 2.5 Listening actively: Demonstrate active listening to read-alouds ~~and oral presentations~~ by asking and answering basic questions, with oral sentence frames and substantial prompting and support.*

Expanding: *Section 2.5 Listening actively: Demonstrate active listening to read-alouds ~~and oral presentations~~ by asking and answering basic questions, with oral sentence frames and substantial prompting and support.*

Bridging: *Section 2.5 Listening actively: Demonstrate active listening to read-alouds ~~and oral presentations~~ by asking and answering basic questions, with oral sentence frames and substantial prompting and support.*

Academic Language Requirements: *Throughout the story, I will define the following words: honeycomb, cunning, summit, clambered. I will also provide a frame for those who may need help when speaking with a full sentence.*

Formal and Informal Assessments: *I will make an informal assessment by taking note of who raises their hand when questions are asked. I will then work with those who did not participate, at a later time.*

Procedure-Instructional Strategies and Learning Tasks to Support Student

Learning: *The students will be sitting on their sit spots on the floor as I read a story to*

them. I will monitor their learning experience by reading a story, talking to them about the story and asking questions in between. I will also use the paper chart to write down a sentence frame(s) for those who may need assistance when answering questions.

ANTICIPATORY SET: *I will start by telling the students that we are going to read a book about a bear who planned a special surprise for his friends. Then I will ask the students, "Have you ever been surprised before?" At this moment, they will have the opportunity to turn to their talking partner and share an experience when they may have been surprised.*

I DO: *When I ask the students a question, I will model the answer by providing a frame for their response. For example, "I was surprised when..._____."*

CLOSURE: *I will end the read aloud by asking the students, "Do you have any questions about the story?" or "What do you wonder about?" They may respond with, "I wonder if_____."*

Resources and Materials: *I will use the chart paper and a marker.*