

***Lesson Plan Assignment Template: Using the edTPA Framework
(Adapted, with gratitude, from work by Deborah Layzell, Illinois State University)***

Name: Megan Wolf

Age(s)/grade level(s) this plan is for: First Grade/6 year olds

What is your professional goal for yourself this lesson? My personal professional goal for this lesson is to use good time management and not let the lesson run on too long. I have struggled with this in past lessons and would like to work on becoming better at this so I can be successful at it when I have my own classroom.

Central Learning Focus and Planned Learning Outcomes

**Use the Common Core ELA Learning Standards to guide you in preparing this section.*

Central Focus <i>What is the central focus of this learning engagement?</i>	The central focus of this learning engagement is students listening to, answering questions and making predictions about a story that is read aloud to them.
CCSS Anchor Standard(s)	SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.3 With prompting and support, identify characters, setting, and major events in a story. RL.K.4 Ask and answer questions about unknown words in a text.
Prior Academic Knowledge <i>What must students already know in order to complete this lesson successfully?</i>	How a picture book works What a prediction is and how to make one
Anticipated Issues <i>What do you expect some students not to readily understand or perform?</i> <i>What will you be ready to say/do should they arise?</i>	I anticipate that some students may have difficulty waiting to be called upon by the teacher. In other words, they might call out their response. I will explain the expectations in advance in an effort to support students. In addition, I will redirect, and re-explain when needed, students positively if they call out. I anticipate that some students may have trouble making predictions. I will give the whole class time to think of their own predictions, and then a couple minutes to turn-and-talk with a partner before asking a few groups to share with the whole class, so that every student has a chance to make predictions and hear other's predictions to get a better idea of how to use this strategy.

Instructional Strategies and Learning Tasks

*Describe **in order** what **you** will be saying and doing as well as what the **students** will be saying and doing.*

<p>Launch 5 Minutes <i>How will you start the lesson? How will you engage, activate schemata, motivate?</i></p> <p><i>How will you 'move' students to the Instructional Core? How will you know they're ready to begin the Core?</i></p>	<p>Tell students that I'm going to be reading them a story, and I'm going to ask their help in making predictions and sharing their ideas about the story.</p> <p>Ask if students know what "prediction" means and how to make one. Use their definitions and clarify if needed. Give a couple examples of how to make a prediction.</p> <p>Explain how I'll read some of the story, stop and ask a question, and ask for students to answer them. Then, I'll summarize what's we've read so far and make predictions about what you think will happen next. As we read, you'll also have time to figure out if your predictions are correct or if you'd like to revise them.</p> <p>It's important to raise your hand and wait until I call on you to answer before you say anything out loud. In addition, if you have a reaction to something while I'm reading, don't yell out! Instead, give me your best silent reaction. For example, if I was shocked by something, instead of gasping "UHHH!" I would do this: (Show mouth open, mimicking a gasp, but making no sound). Can everyone practice that? Pretend you're scared and don't scream out loud but give me a silent reaction like this (practice silently screaming). Great! Then you can wait until it's time to share to make a remark and share your thoughts and prediction when I tell you turn-and-talk or when I call on you.</p> <p>Remind students that they heard/saw the title and front cover of the book last week. Ask them if they made any predictions over the week. Again, Show students the front and back cover of the book. Read the title, author, and illustrator.</p> <p>Ask students what their predictions were from last week, or to make predictions now about what will happen in the story.</p> <p>Before launching into the reading of the story, remind students to look carefully at the pictures and listen to the story as I read it.</p>
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<p>Instructional Core Sequence 15-20 Minutes <i>What will you do to engage students in developing their understanding of the lesson, step by step?</i> <i>How will you connect their prior knowledge to the new concepts and skills you're teaching?</i> <i>What questions will you ask? (Make sure they're connected to the learning goals you've set, above.) What else will you do?</i> <i>What will the students say and do? (What responses do you anticipate from them?)</i> <i>What will you look and listen for to insure students are following your instruction? How will you know they're 'getting it'?</i></p>	<p>1. Show cover and read title, author, and illustrator. Ask: What do you think will happen in this story?</p> <p>2. Read aloud to first stopping point ("All the lights went out!").</p> <ul style="list-style-type: none"> • Q: What has the narrator told us so far? What has happened so far? • Teacher to summarize/expand on what's happened so far • Prediction: What do you think will happen next? Have students turn-and-talk with a partner, call on a few students to share with the whole class. • After reading next page, ask students who shared "Can you show that your predictions were correct or would you like to revise it?" <p>3. Read aloud to second stopping point ("This story needs more plot-what happens next?")</p> <ul style="list-style-type: none"> • Q: What has happened so far in Missy's story? • Teacher to summarize/expand on what's happened so far • Prediction: What do you think will happen next? Have students turn-and-talk with a partner, call on a few students to share with the whole class. • After reading next page, ask students who shared "Can you show that your predictions were correct or would you like to revise it?" <p>4. Read aloud to third stopping point ("I'd like to know what happens to the snake, said Miss Brooks.")</p> <ul style="list-style-type: none"> • Q: What has happened now in Missy's story? What have the other students and Miss Brooks been doing? • Teacher to summarize/expand on what's happened so far • Prediction: What do you think will happen next? Have students turn-and-talk with a partner, call on a few students to share with the whole class. • After reading next page, ask students who shared "Can you show that your predictions were correct or would you like to revise it?" <p>5. Read aloud to fourth stopping point ("Really? What did Billy think?")</p> <ul style="list-style-type: none"> • Q: What happened after the lights turned back on? • Teacher to summarize/expand on what's happened so far • Prediction: What do you think she will say that Billy thought? Have students turn-and-talk with a partner, call on a few students to share with the whole class. • After reading next page, ask students who shared "Can you show that your predictions were correct or would you like to revise it?" <p>6. Finish book</p> <ul style="list-style-type: none"> • Q: What happened in the whole story? • Teacher to summarize/expand on what happened • Ask "Were your predictions correct, or did you need to change them to be in line with what actually happened?" <p><i>In addition, when we come upon new, unknown vocabulary when reading such as "ogre" "vexing" "story nook" "plot" "wretched" "exasperating" and "revolting" we will stop and discuss the meaning of these words so they don't interfere with comprehension.</i></p>
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<p>Structured Practice & Application 0 Minutes <i>How will you introduce or reteach or reinforce what you've just taught?</i></p> <p><i>What opportunities for using the four language processes will you give students?</i></p> <p><i>How will students apply what they've just learned? What will they do—and when? (During this lesson segment? Later on in the day during centers? In another day's ELA instructional block?)</i></p>	<p>Reteaching and reinforcement will take place during future lessons.</p> <p>Students will be provided with opportunities to speak (both individually to the whole class and to a partner) and listen (to the story and to a partner) during this activity.</p> <p>Students will apply what they've learned during subsequent guided and independent readings of other stories with their regular teachers. In addition, they will build upon their understanding of literature and asking and answering questions during the upcoming lessons as well as guided reading. (Their regular classroom teachers are going to be working on predictions with them in upcoming lessons as well).</p>
<p>Closure 1-2 Minutes <i>What will you say or do to check that students are ready to move on for Closure of this lesson? How will you know they are ready?</i></p> <p><i>How will you end the lesson, to make sure ALL students saw its meaning, purpose, and relevance?</i></p> <p><i>What will you say or do to articulate and reinforce the reading and language arts concepts, skills, etc. you taught and they applied?</i></p>	<p>I will bring closure to the lesson by sharing with students how much I appreciate their work in making predictions using pictures and words from the story. I will review how important it is to look at a story's pictures carefully, to listen to the words of the story, and to make predictions and talk about the story to help make sure we really understand the story. Then, I'll say how I'm sure they'll do this again with other stories in the future with their regular teachers, and that they can practice doing it when they read independently as well.</p>

Differentiation /Planned Additional Support <i>How will you support students with gaps in the prior knowledge or skills they need to be successful in this lesson?</i> <i>What kinds of groupings will you use in this lesson, to support learning as well as to enable you to work with students needing different types of supports?</i>	<i>Students with IEPs or 504 plans (include ESL/bilingual; learning disability; physical disability):</i> I will use a large group (whole class) with this lesson, but I will implement the turn-and-talk method that students are already familiar with so they all get a chance to share their predictions and hear someone else's predictions. I will then ask for a few students to share their predictions with the whole class, using sticks with their names on them to make sure everyone gets a chance to share with the class once during the lesson. I will support students with gaps in their prior knowledge by scaffolding instruction during instruction.
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Academic Language Demands

Describe and reflect upon the formal language of instruction plus the concepts you're teaching in this lesson.

Academic Language Used <i>Which terms will you use that you'll need to make sure students understand? How will you do this?</i>	Prediction: We will talk about what a prediction is and how to make one, and then I will give a few examples, before beginning the lesson.
Meeting the Language Demands <i>Describe the particular terms students will use to demonstrate they are achieving the goals of this lesson.</i>	Students will respond to the prompts when asked. There is no expectation with regards to the use of particular terms.

Assessments

How will ALL your students demonstrate to you that they are growing in their mastery of the skill/strategy/concepts you taught in this lesson? What, exactly, will you look for in their 'products'? Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan. Include at least one example of an informal assessment (e.g., student questions or comments, observation, "thumbs up/thumbs down,") and one example of a formal assessment (e.g., journal or writing assignment, quiz, project).

Assessment Type (Informal or Formal)	Assessment Description	Planned Modifications to Assessments	Evaluation Criteria (What evidence of student learning related to the learning objectives and central focus does the assessment provide?)
informal	observation checklist	n/a	observing and noting students' responses to prompts

Resources:

Bottner, B and Emberley, M. (2014). *Miss Brooks' Story Nook (where tales are told and orgres are welcome!)*. New York: Alfred A. Knopf

Adapted, with gratitude, from Kathleen Fleming's Sample DLT Lesson Plan

I believe the strategy I chose (DLTA) was appropriate for these students. I had asked their regular teachers beforehand which type of lesson they thought I should do and they said the students were already really good at the other strategies. They had not started making predictions yet, though, and were going to be beginning that soon. They thought my lesson would be a good introduction and practice in making predictions for the students.

The book I chose (*Miss Brook's Story Nook: where tales are told and ogres are welcome*) was well received by the teachers and students. I used the Guidelines for Selecting Children's Literature (p. 7) and the information about Children's Literature, Child Development, and Literacy for First and Second Grades (p. 62) listed in our textbook to aid in my selection of this book. For instance I chose a book that was current (written in 2014), about everyday experiences (going to school, bullying, a storm causing the power to go out), engages imagination (she is telling her own story about an ogre with wild animals for pets!), has a protagonist the same age as the students, is believable, etc. and I thought about these characteristics of the book and the developmental level of the children when selecting the book. It is a very engaging story and has natural cues for making predictions such as "This story needs more plot-what happens next?" and "'I'd like to know what happens to the snake,' said Miss Brooks." This makes it really effective for use in making predictions. However, while doing the lesson I realized I should have used less of these cues. I thought that stopping four times throughout the story, in addition to making predictions before opening the book and summarizing after finishing the book, would not be too often, but it turned out to be too much for the kids to handle and made the lesson take too long. Because of this, they started to lose interest before the lesson was over.

The advantages to using this strategy is that it was new to the students, so they were really learning a new skill and practicing using it during the lesson. They also really enjoyed making predictions for this book as it was about a snake and an ogre, etc. The disadvantages were that some students did not quite get it yet and stuck to summarizing instead of using picture and context clues to predict what would happen *next*. This may have confused other students. However, I worked through this in the lesson so I think all students may have a

better understanding of making predictions now as well as some practice with it, so this may have turned into an advantage.

I think the lesson went well overall. The students enjoyed the book, they caught on to how to make predictions quickly, they made great predictions and successfully learned a new reading strategy. I believe this all went well due to the book I selected, my comfort-ability in front of the class, classroom management, prior lesson planning and preparation and successful use of the DLTA method.

I still think I could improve further on my time management and response to the students' engagement in the lesson. Even though I tried to plan ahead to not stop too often or make the lesson run on too long, it was still a little lengthy for the age and attention span of the students. I need to work on identifying when the students have gotten the point and understand the lesson and are getting bored. In these instances, I think it is hard for me to deviate from the lesson plan and skip parts, but this is what I need to start doing. For instance, once the students had the hang of predicting and had practiced once or twice, I could have just finished reading the story all the way through without having them do the last couple stopping points. This still would have been effective because the students already had the hang of making predictions, but it would have kept them far more engaged and helped with some of the restlessness and unwillingness to give answers toward the end of the lesson.

As I stated before, I believe the book that I chose was definitely appropriate for both the children that I read it to and the lesson I selected. It had perfect indicators for making predictions, was silly and fun, but also talked about reading and stories within it, and had an anti-bullying message. The language was clear and at their level, except a few words they didn't know which we addressed, the story was linear and the message was appropriate and not too deep for the academic level of these specific students. All of this made it appropriate, engaging, effective and meaningful for the children and helped the lesson be successful. For all of these reasons, I would not have chosen a different book.

I did better with my professional goal for myself, but I still have not perfected my time management, as I discussed earlier. I still need to work on this goal in future lessons and will continue to do so until I have

mastered it. In conversations with the students' regular classroom teachers after completing the lesson, they told me that this gets easier with time and practice. I also believe it will be easier when I am working with the same students every day so that I can better gauge their attention level and am working with my own schedule, not another teachers, so I will know how to be flexible and move things around accordingly (making some lessons shorter and some longer than planned), if needed.

The students did pick up the learning outcomes of answering questions and making predictions very well. As I explained previously, I believe this was due to the book selection, the lesson and method itself, appropriate planning before the lesson and the students' academic level. I think it also helped them to hear other students' predictions and for me to emphasize when a student made a prediction based on a picture or on the context of the story to show that these are valid methods of making predictions.

Overall, I am very happy with how the lesson went and what the students got out of it and even though I improved my time management and flexibility, it was not as good as I hoped it would be so I will persevere on bettering these aspects in future lessons.