

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: 1<sup>st</sup></b>	<b>Subject: Language Arts</b>
<b>Materials: Clipboards, pencils, graphic organizer, post it paper, markers</b>	<b>Technology Needed: None</b>
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> <b>Modeling</b> <input type="checkbox"/> Other (list) <input type="checkbox"/>	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
<b>Standard</b>  RI. 9 Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).	<b>Universal Design for Learning</b> <b>Below Proficiency: For the students who are below proficient I will have a para sit closer to them to make sure they are following along and are filling out the chart the same time that the rest of the students are. For the whole group activity, I will go slow so everyone can stay on pace. Also, I will make sure to use examples. I will take time for the students to write what I have written down on the board.</b>  <b>Above Proficiency: For the students are who above proficient, I will be looking to see if they can answer the questions that I ask first or if they can make sure to get the true or false questions right. I will be wanting these students to help out the other students when we do turn and talks. For the whole group activity, if the students who are above proficient go on and fill out some of the diagram before me, I will want them to go back and check to see if what they wrote fits with what I wrote.</b>  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> For the students who are visual learners, I will be writing in a Venn Diagram. I will also be using an anchor chart that I have created the day before. The students will also be able to see me write on the diagram.</li> <li>• <b>Auditory:</b> For the students who are auditory learners, I will be talking through the Venn Diagram with them and will be asking them a lot of questions about the stories. I will also be doing some turn and talks.</li> <li>• <b>Kinesthetic:</b> For the students who are kinesthetic learners, I will have the students in their carpet color spots move to grab their graphic organizer, clipboard, and pencil. I will also have them move to answer some questions, such as, hands in the air, fist in the air, thumbs up, or thumbs down.</li> <li>• <b>Tactile:</b> For the students who are tactile learners they will be filling out the Venn Diagram together.</li> </ul>
<b>Objective</b>  At the end of the lesson, the students will compare the Gingerbread Man and Gingerbread Girl books between each other by writing on the graphic organizer.  At the end of the lesson, the students will contrast the Gingerbread Man and Gingerbread Girl books between each other by writing on the graphic organizer.  <b>Bloom's Taxonomy Cognitive Level: Understanding</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  <ul style="list-style-type: none"> <li>• The students will be doing a whole group activity.</li> <li>• Therefore, they will be sitting at the carpet for most of the time.</li> </ul>	<b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b>  <ul style="list-style-type: none"> <li>• The students are expected to sit in their carpet spot and keep their hands to themselves, voices quiet, and bodies still</li> </ul>

# Lesson Plan Template

Date: \_\_\_\_\_

	<ul style="list-style-type: none"> <li>• They will need to get their paper, clipboard, and a pencil before we fill out the diagram together.</li> <li>• The students will be talking to their partners throughout the lesson and will be raising their hands when they know the answers.</li> <li>• They will be raising their hands in different ways once they know the answer or are done writing.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are expected to participate when they are talking to their partners and then when they are talking in the whole group activity.</li> <li>• The students are expected to fill out the Venn diagram fully.</li> <li>• The students are expected to ask questions if they are confused</li> <li>• The students are expected to get their clipboard, diagram, and pencil in a quiet and safe manner when told</li> <li>• The students are expected to put away their clipboard, diagram in their mailbox, and pencil in their pencil boxes before they line up</li> <li>• The students are expected to line up quietly.</li> <li>• The students are expected to participate in the games and questions that I ask</li> </ul>
Minutes	Procedures	
5 Minutes	<b>Set-up/Prep before lesson:</b> <ul style="list-style-type: none"> <li>• Draw the Venn Diagram on the post it papers and make sure to label which circle is for the Gingerbread Man and Gingerbread Girl (make sure it's the same as the students)</li> <li>• Print out the graphic organizers for the students</li> <li>• Move the compare anchor chart closer to the whiteboard</li> <li>• Set the Gingerbread Man and Gingerbread Women books close to the whiteboard – in case of reference</li> </ul>	
5 minutes	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• I will tell the students that I would like them to come to their carpet spots. Once all of the students are sitting down, I will tell them that today we are going to be comparing and contrasting the two books that we have read so far, the Gingerbread Man and the Gingerbread girl.</li> <li>• Before we do that, we are going to play a small game called 'guess the cookie.' The directions are I will say clues to which Gingerbread cookie it is, either the man or the girl, and once the students know they will put either a fist up in the air or their hands open in the air. If they think it is the man it will be a fist, but if they think it is the girl, they will keep their hands open. I will do this game three times.</li> <li>• I will start off by saying, "this cookie is made out of gingerbread, has a head, two arms and legs, has icing for their clothes..... etc"</li> <li>• Once the game is done, I will tell the students that we are going to be filling out this Venn diagram together as a class about the two books and I will make sure to show the students what the sheet looks like.</li> <li>• I will tell the students that before we begin, I would like them to get the clipboards, pencils, and this sheet of paper and once they have all these items to come back and sit on the carpet spot. I will call the students in their color rows and make sure to call those rows who are sitting how they are suppose too and are quiet.</li> <li>• Once all of the students are back sitting down, I will tell them just to keep their clipboards and pencils in their lap for now.</li> </ul>	
10 minutes	<b>Explain: (teacher-led)</b> <ul style="list-style-type: none"> <li>• I will tell the students that we are going to review both books since we have not read them since yesterday. I will tell the students that I would like them to turn and talk to their partners in a whispering voice about what happened in the Gingerbread Girl's book.</li> <li>• I will call the class back together by saying "3, 2, 1, all set?" and I will ask if anyone could remind me what happened in that book. I will take three answers.</li> <li>• Then, I will ask the class who were the characters in that book?</li> <li>• Once all of the characters have been said I will tell the class that now I would like them to turn and talk to their partners in a whispering voice about the Gingerbread Man's book.</li> <li>• I will call the class back together by saying "3, 2, 1, all set?" and I will again ask if anyone could tell me what happened in that book. I will take three answers.</li> <li>• Then, I will ask the class who were the characters in that book?</li> <li>• Once all of the characters have been said, I will tell the students that I am going to ask them 5 true and false questions about the books. If they think the question is true, then they will put their thumbs up, but if it is false then they will put their thumbs down.</li> <li>• The questions are:               <ul style="list-style-type: none"> <li>○ The Gingerbread Man got away from the fox and brought all of the characters back to the old man and women's house. (False)</li> </ul> </li> </ul>	

# Lesson Plan Template

Date: \_\_\_\_\_

	<ul style="list-style-type: none"> <li>○ The Gingerbread Man had to run from an artist. (False)</li> <li>○ The Gingerbread Girl used her licorice hair on the fox. (True)</li> <li>○ The Gingerbread Girl went back to the old man and woman’s house. (True)</li> <li>○ The Gingerbread Girl learned from her brother the Gingerbread’s mistakes. (True)</li> <li>● Once all of these questions are answered, I will tell the students that I would like them to put their names on their chart.</li> </ul>		
15 minutes	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"> <li>● Once all of the students have put their names on their sheets, I will tell them that if they need more room that they can always flip their paper over to finish writing on the back.</li> <li>● I will tell the students that we are going to be comparing and contrasting the Gingerbread Man book to the Gingerbread Girl book. I will ask if everyone knows what comparing and contrasting means. If not, I will tell them that to contrast means to find the differences, but to compare means to find the similarities. For example, Miss Thompson and I are both wearing glasses, that is a similarity, but I have brown hair and Miss Thompson has blonde hair and that is a difference.</li> <li>● I will tell the students that I would like them to wait until we have finished that section before we start writing. I will tell them that I will let them know when they can write what is on my post it down on their sheet.</li> <li>● I will then ask if any of the students have any questions.</li> <li>● I will tell the students that this circle is for the gingerbread man and the other circle is for the gingerbread girl. I will ask the students if anyone can guess what the middle part, where the two circles overlaps mean. I am waiting for the answer, where the similarities go.</li> <li>● I will tell the students that we are first going to start on the Gingerbread Man circle. I will tell them that I want them to take a second and think to yourself about what some differences the Gingerbread Man’s book are had to the Gingerbread Girls book. I will give them a couple of seconds and then ask for some volunteers to answer this. Some answers are the butcher, sow, got eaten by the fox, icing for clothes, catch phrase. Once we are done naming off the differences, I will tell the students to write down on their sheet what I wrote down.</li> <li>● I will then tell the students that we are going to then go to the other circle for the Gingerbread Girl. I will tell them that I want them to think to their selves for some differences between the Gingerbread Girl book and the Gingerbread Man book. Once they are done thinking, I will ask for some volunteers. Some examples are artist, teacher, students, candies for clothing, licorice for hair, got away from the fox, taught the fox manners, brought everyone back to the house, catch phrase. Once we are done naming off the differences, I will tell the students to write down on their sheet what I wrote down.</li> <li>● Once we are done writing, I will tell the students that we are now going to do the middle part. I will ask the students what the middle part means again, similarities. I will then tell them that I would like them to think to themselves about some similarities between both books. I will then ask for some volunteers. Some examples for this are both cookies made of gingerbread, cow, pig, fox, old women, old man, and both of the cookies ran away and were running away from people/animals. Once we are done naming off the similarities, I will tell the students to write down on their sheet what I wrote down.</li> </ul>		
4 minutes	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>● Once we are done writing down the similarities, I will tell the students that these two books had a lot of similarities but were also very different in some ways. I will ask the students which book they liked better. If they liked the Gingerbread Girl better than raise their hand, but if they like the Gingerbread Man better than keep your hands down.</li> <li>● I will ask the students what do they think will happen in the Gingerbread Baby book we will read later? I will listen to some answers.</li> <li>● Once we are done, I will tell the students that they will need to go put their pencils back on their desk, clipboards back in the bin, and graphic organizer in their mailbox and then will need to go sit at their desk.</li> <li>● I will tell the students that I am going to put the row that is sitting the quietest with all of their supplies in their lap.</li> <li>● Once all students have put all of their stuff away and in line, we will get ready for PE.</li> </ul>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"> <li>● I will be checking to see if the students are thinking and saying some of the answers to what are the differences of similarities to the books.</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>Summative Assessment (linked back to standard, END of learning)</b></p> <ul style="list-style-type: none"> <li>● At the end of the lesson, the students will be able to compare and contrast the two books that we have read. This will be down by writing it down on their chart and asking and answering questions.</li> </ul> </td> </tr> </table>		<p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"> <li>● I will be checking to see if the students are thinking and saying some of the answers to what are the differences of similarities to the books.</li> </ul>	<p><b>Summative Assessment (linked back to standard, END of learning)</b></p> <ul style="list-style-type: none"> <li>● At the end of the lesson, the students will be able to compare and contrast the two books that we have read. This will be down by writing it down on their chart and asking and answering questions.</li> </ul>
<p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"> <li>● I will be checking to see if the students are thinking and saying some of the answers to what are the differences of similarities to the books.</li> </ul>	<p><b>Summative Assessment (linked back to standard, END of learning)</b></p> <ul style="list-style-type: none"> <li>● At the end of the lesson, the students will be able to compare and contrast the two books that we have read. This will be down by writing it down on their chart and asking and answering questions.</li> </ul>		

## Lesson Plan Template

Date: \_\_\_\_\_

- I will be checking to see if the students are understanding by their Venn diagram.
- I will be monitoring the students throughout the time we are reviewing to see if they remember the two books and can correctly remember which part goes to which story.

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

Text