

Lesson Plan Template

Date: _____

Grade: 1 st grade	Subject: Language Arts (Reading)
Materials: Three Little Pigs puppets Storybook of "The Three Little Pigs" Scissors Crayons Popsicle Sticks Tape	Technology Needed: None
Instructional Strategies: <input 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 type="checkbox"/> Modeling <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 Key Ideas and Details RL.2 Retell stories, including key/supporting details, and demonstrate understanding of their central or main idea. RL.3 Describe characters, settings, and major events in a story, using key/supporting details.	Universal Design for Learning Below Proficiency: Students will be grouped with students who are approaching or above proficiency. Above Proficiency: Students who are above proficiency will help students who are below proficiency. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Visual learners will be supported with the children's book, and the puppets. • Auditory: Auditory students will be supported by listening to my verbal directions, the group discussion, and the small group acting. • Kinesthetic: Kinesthetic learners will be supported with the acting out the story with their finger puppets. • Tactile: Tactile learners will be supported by cutting out the puppets, coloring them, building them, and using them to act out the story.
Objective By the end of the lesson, students will relate the key/supporting details in a story of the nonfiction story of "The Three Little Pigs" by re-enacting the story with their finger puppets. Bloom's Taxonomy Cognitive Level: Understand	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will remain at a voice level 0 for direct instruction, or during any time when the teacher(s) is/are talking. • Students will be respectful of their neighbor and will keep all arms and legs to themselves during the entire lesson. • Students will only use the supplies necessary to complete the project and will not take from their neighbor • Students will listen with their eyes, ears, and brain while other people are sharing. • Students will retell their story at a voice level 1 or 2. • Students will
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will immediately close their books/tablets, stop what they are doing, and come to the carpet when the chime is rung. • Students will remain inside of their carpet square, sitting on their bumper and keeping all arms and legs to themselves. • Students will be grouped according to their assigned seating • Students will stay seated at their desks during small group work and during whole group instruction. 	
Minutes	Procedures
	Set-up/Prep before lesson:

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	<ul style="list-style-type: none">• Have a stack of the finger puppet templates set near me.• Make sure there is a stack of popsicle sticks with the templates.• Make sure that my book “The Three Little Pigs” is in hand or easily accessible (Can be online or a hardcopy).
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none">• 1st graders, I need everyone sitting at the carpet• 1st graders, does anyone know the story of the three little pigs?• Now, 1st graders, we need to pay very close attention to this story because you are all going to retell it to each other in a few moments using puppets!• I will read the title of the book and ask questions: who do you think the main characters are in this book? Where do you think this story takes place? Where are the three little pigs? Is there anything else you notice?• I will turn the page and read the first two pages. I will stop after every two pages throughout the entire book to ask students what they are noticing. I will ask questions like: “What are you noticing in the story right now? Do you think the wolf is a good guy? Or is he a bad guy. What do you think the three little pigs are thinking right now? How do you think you would feel if you were one of the three little pigs? What are some of the details you are noticing?”• At the end of the story, I will ask students to tell me what they think the most important events in the book were. I will also ask them to help me list all the important/main characters in the story. Lastly, I will ask them if they remember any details from the story (can be any detail.) I may turn back to the corresponding page while the student is explain a certain detail/event.
	<p>Explain: (teacher-led)</p> <ul style="list-style-type: none">• 1st graders, what we just did when reading that story, was identifying the settings, main character, important details, central idea or most important idea of the story.• These are great things to look for when we read a story because they help us to understand and comprehend the story.
	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none">• Now, to practice remembering the thing we just talked about; characters, setting, details, and the main idea, you are going to each make your own “Three Little Pigs” puppets and use them to <i>retell</i> the story to your table partner.• There are a few important things to go over first. First, you will need your book box for this activity plus a few materials I will give to you. (I will model how to properly cut out the puppets....<i>after</i> coloring them. They will be coloring them with crayons.• When you have finished coloring, you need to use your glue stick to stick them to your popsicle stick (model).• Now, when I give you your puppet paper and popsicle stick, you make go to your table spot and start working on your puppets. When you have finished, you may retell your story to your table partner. Remember, that you need to take turns. When we are listening to our friends, we need to be attentive.• To decide who goes first, the student who has the most letters in their name gets to go first.• I will then hand out the materials and students may begin coloring.
	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• Use chime to signal students to start cleaning up.• 1st graders, I need you to put your book boxes away, throw away any trash.• I need all 1st graders to meet me at the carpet.• What was your favorite thing about this activity?• Dismiss students one row at a time to collect their mail.
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection) <p>I will know students are understanding the important elements of a story by their engagement in the re-telling activity. I will progress monitor by walking around to each group during the exploration. If students are including elements such as character, setting, and other details, I will know that they are understanding.</p> <p>I will also assess learners by their participation in the activity.</p>	<p>Summative Assessment (linked back to standard, END of learning)</p>

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

First, my favorite part of this lesson was the puppets. This was a great activity for my students because it engaged all learning styles: tactile, kinesthetic, visual, and verbal. My students were all very excited to make their own puppets and some of them asked to take them home so that they could show their parents. All my students were very engaged for the read-aloud. I was focusing on the metacognition strategies of questioning on the text and making inferences which worked well with this text. I would ask my students' questions such as "do you think this house will be safe? What do you think the three little pigs are feeling right now? Where do you think they will go now? Does the setting change throughout the story?" I also used different tones of voice to impersonate each of the characters and stressed certain words like *I'll huff, and I'll puff, and I'll blow your house down* to bring the text alive. I think that using questions and changing my voice throughout the story kept my students engaged and excited.

Some of the things that I would change in this lesson is using a text that is not as familiar for my students. I think that if I chose a text that was less familiar to my students, it would have been more engaging for them. Another thing that I would change in this lesson is time management. This was one of the biggest flaws of this lesson. When it came time for my students to start finishing their puppets and retelling the story to a peer, I found that most of my students were not even close to being finished with their puppets. I had to have my students put their unfinished projects away and revisit it later in the day. However, even with the extra time that they were given later in the day to finish their projects, I still found that many of my students were not even close to finishing their puppets before we ran out of time. I had to ask some of my students who had not finished yet to simply retell the story to their peers without the puppets. They would then finally be able to finish them at the end of the day during free time, or they could take them home to finish them.

Overall, I loved how creative, hand-on, artistic, and engaging this lesson was. I knew that many of students understood the lesson because of how they retold the story to their peers. However, I think that the time-management in this lesson was lacking, and I was not able to assess all my learners equally. Next time, I would allow my learners to color their puppets in advance so that immediately following the read-aloud, they would be paired up and sent off to retell the story to their friend. Or I would use a story with less characters so that the puppet coloring would not take quite as long as it did.

Modification:

One student speaks, one student writes down what the other is saying.