

Lesson Plan Template

Week 2 Practicum

March 12-16

Grade: 1		Subject: Language Arts	
Materials: Akiak story, marker board		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <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(s) 1. RI. 1- Ask and answer questions about key/supporting details in a text. 1. SL. 2- Ask and answer questions about key/supporting details in a text read aloud or information presented orally or through other media and requesting clarification if something is not understood.		Differentiation Below Proficiency: Students are provided examples and have opportunities to talk with a carpet partner. Above Proficiency: Students are able to try to come up with their own example of a sentence during the activity. Approaching/Emerging Proficiency: Students are able to discuss their ideas with their carpet partners and share their own example if they want to. Modalities/Learning Preferences: Visual- Looking at the pictures in the book and seeing how they can also help us infer what is going on. They can look at the new words that they may have never heard of on the board. Kinesthetic/ Tactile- Closing and opening eyes during the activity. Auditory- Hearing the story and answering questions.	
Objective(s) By the end of the lesson the students will be able to understand how to make inferences by answering questions throughout the reading and by participating in the activity. Bloom's Taxonomy Cognitive Level: Understand		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) If a student is misbehaving during the lesson or bothering their carpet neighbor they will be moved back to their desks.	
Classroom Management- (grouping(s), movement/transitions, etc.) Only listen to a student's response if they raised their hand and if they blurt out an answer they will be reminded they need to raise their hands if they have something to say.			
Minutes	Procedures		
	Set-up/Prep: Have <u>Akiak</u> book set out and ready to read		
3-4	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Before we learn something new about the Iditarod I am going to quiz you to see how much you remember about it. When I ask a question I want you to sit down if it is correct and stand up if it is wrong. Question 1: The Iditarod was created to honor the brave dogs and mushers who brought medicine from Anchorage. Question 2: Teams of sled dogs raced to deliver an antidote for Diphtheria. Question 3: The race covers over 1,000 miles. Question 4: It is very easy and doesn't take very long to prepare for. Question 5: The lead dog is the smartest.		
20	Explain: (concepts, procedures, vocabulary, etc.) Before we read our story I'm going to tell you a secret author's use when they are writing a story. Sometimes they don't tell us exactly what they are trying to say and we have to figure it out. Who's ready to be a detective? This is called inferencing, everyone say that with me one more time. To figure out what else they are trying to tell us we have to kind of 'read between the lines'. Has anyone ever heard that before? It just means you have to look for extra information from what the author is saying to get more details. Start by asking the students if they can remember what the names of some of the other dogs they have read about that are famous Iditarod competitors. Today, we are going to learn about another one and her name is Akiak. This story is a little different than the ones we have been talking about. Start reading <u>Akiak</u> , after reading page 1 ask the students why she was eager to win the race. Based on the sentences can we guess what Akiak is feeling about racing? –Determined- she really really wants to win and is going to try her absolute best finish first and no matter what comes up she is going to keep going write the word on the board. Keep reading and on the next page point out the different commands they have learned. (Haw- left, Gee- right) Before reading day 4 ask the students what they think happened based on the picture. Let 2 students share their ideas and then read the page to find out. How do you think Mick felt leaving her best dog behind? Do you think it was easy to do? After reading day 6 ask the students how they think she was able to keep on the right trail without getting lost because remember there was a big storm that blew in and covered her team's tracks and covered their scent. After reading day 8 ask the students why they think she kept trying to find her team even		

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	<p>though she hadn't eaten for a couple days. At every checkpoint she reaches, people there try to catch her but every time she manages to escape and keep plugging along. At some of the checkpoints mushers even leave food out for her, why do you think they stopped trying to catch her? Point how far behind she is, even though she is so many miles behind them she keeps trying to catch up. What was that called again? –Determination. That is a big word and I want all of us to say it together one more time. After reading day 10 ask the students what they think is blocking the trail. Finish reading the story and ask the students to turn to their carpet partners and tell them why she Akiak was able to finally win the race. Ask what they thought of this story and if they liked it better than the others.</p>
<p style="text-align: center;">7</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Now we are going to do some practice inferencing by ourselves. Remember making inferences is kind of like being a detective because you have to try to figure out what someone is saying without them actually saying it. Write Inference= Detective Work on the board. I'm going to give you a sentence and I want you to tell me what I am saying without me actually saying it or how I am feeling when I say it. I want everyone to close their eyes. Write today is my birthday on the board! Have the students open their eyes and read it out loud to them, then have them read it with you again. I want you to turn to your carpet partner and tell them what I'm feeling when I say this sentence. Am I sad, excited, mad? How were you able to tell? So when I read this sentence how did I sound and how did you sound that could tell you what I'm feeling without me actually saying it? Let's try one more have the students close their eyes again and write I have to give a speech in front of a lot of people on the board. Have them open their eyes and read the sentence to them and have them also read it to you. What do you think I mean when I read this sentence? Does it sound the same as the other one? If extra time, have the students think of their own sentence and then tell it to their partner and ask if they can be a detective and figure out how they are feeling without them telling them. If time, allow for share outs.</p>
<p style="text-align: center;">3</p>	<p>Review (wrap up and transition to next activity): Ask the students if they were racing in the Iditarod what they think the most challenging think would be. Have 2 share and then ask what they would do if that happened. What is it called when an author writes something and we figure out what else they mean without them saying it?- Inferencing. How can you use inferencing when you are reading on your own? How does it help you?</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Informal assessment of monitoring feedback when asking questions throughout reading the story and activity. Read a sentence out loud and have the students record the feeling they think it is on a sticky note. Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: End of Reading Unit test If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): While I was writing this lesson plan and thinking of how I wanted to teach it, I was a little nervous because it is a harder concept and I didn't know if they would catch on right away so I was trying to think of other strategies I could use to make it easier for them to understand. They seemed to really enjoy the opening activity and I really liked being able to incorporate movement into something academic. There was some confusion on one of the questions and one of the boys had it right, but the rest of the class sat down and he told them the answer was right on the board in front of them and then the rest of the class saw it and felt silly. I was a little worried about having enough time to read the book, ask questions and have them answer them, and do the engagement activity, but I was able to fit it all in without having to rush or wait until they were done with music to come back to it. Sometimes when they move from one subject to the next they are easily distracted and it takes more for them to focus back in so I was really glad we had enough time to get everything done. At the beginning of my lesson I planned on introducing what inferencing is and how it is like being a detective. But after I read Day 2 from the book I realized I had completely forgotten to tell them that. As I was reading I thought about what my best option might be, either I could try to go back and introduce it or wait until the end and try to tie it back together. I figured the second option was the better one because it would have less room for me to lose them and avoid confusion. They were really engaged throughout the whole book and I was really impressed with how much they weren't moving around and bothering their neighbor, that made it a lot easier for me to read the book and ask questions and they could listen to the answers their friends gave. I am still working on only listening to their answer if they first raise their hands, they have been practicing this a lot and today they did pretty good with it and I only had to remind them a couple times of what they needed to do if they wanted to say something. At the end of the lesson to try to recover I told them they had been detectives the whole time and they hadn't even realized it. I went back to a couple pages and gave them an example of how they did it. I think I went back to where Mick had to drop Akiak and told them without even knowing it they were able to see from the picture that neither one of them were very happy. Another example I used was going to one of the last pages where the dog sled team got to the top of the hill, but wouldn't move anymore and I asked them what they thought was at the top of the hill. After talking about those 2</p>	

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examples I again told them how they were detectives without even realizing it and how inferring what is going on in a story can help them understand it better. When I was talking with Mr. Conlon about how it went, he did give me some advice on how I could improve this lesson. The students did well with the engage activity and were able to answer the questions I had, but Mr. Conlon said I could add some spark to it by saying the sentences in different ways and that way I have a variety of examples with just one sentence. Another piece of advice he offered was writing inferencing= detective work. I did write inferencing on the board so they were able to have a visual, but I really liked the idea of writing detective next to it so when they are looking at the board they can make that connection and remember it.