

Lesson Plan Template

Grade: 1		Subject: Science	
Materials: Storystarter Lego kits, Iditarod Story		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) Performance Standard 1-LS1-1 Construct an evidence-based argument with the use of a drawing or a model that illustrates how structures of plants or animals help them survive in their habitat. 1.RI.1 Ask and answer questions about key/ supporting details in a text		Differentiation Below Proficiency: Students are able to work with a partner. Above Proficiency: Use what they know about stories to re-create one of their choice. Approaching/Emerging Proficiency: Are able to work with a partner and what they know about stories to create one of their own. Modalities/Learning Preferences: Visual- Students are able to see the stories on the lego story starters. Auditory- Students are able to hear and talk with their partners about the story they're going to build. Kinesthetic/ Tactile- Students are able to use the legos to build their story.	
Objective(s) By the end of the lesson the students will be able to retell an event from the Iditarod by telling the story with Story Telling Legos. Bloom's Taxonomy Cognitive Level: Apply		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will use the materials in a respectful way. Students will help create an environment where their classmates can work. They will also be active listeners when other groups are sharing.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will meet at carpet for the story. Students can pick their group partners.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will use the materials in a respectful way. Students will help create an environment where their classmates can work. They will also be active listeners when other groups are sharing.	
Minutes	Procedures		
5	Set-up/Prep: Acquire enough materials for the students		
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Who loves playing with legos? Me too! Do you play with them a lot at home? What kinds of things do you build? How do you use them to show different details in your creation?		
20	Explain: (concepts, procedures, vocabulary, etc.) (This lesson will be part of a PBL project, and the students have been discussing the topic. They have background knowledge of the area and have an idea of what it would be like to live there. They know what mushers need during the race, how they stop at checkpoints, and other details of the race. They are also aware of the history of the Iditarod, such as important dogs or people, how it is done every year to remember the bravery of the mushers and dogs that transported the medicine to the sick children in Nome.) We have been talking about the Iditarod for a while. Who can give me some important facts or information about it they think is cool? Write down responses. Have some discussion on what the students came up with. I have another story of an Iditarod sled dog who refused to give up. Read Akiak, the story of a sled dog who got injured during the race and had to be left behind. She refused to be left behind and escaped from the people trying to take her to the finish line. There were many harsh storms and she almost got lost but kept going. Her musher had no idea she was following her. Eventually she caught up to them and saved them because they were just about to go the wrong way. Now we are going to think about the details of this story. Did she have anything that would protect her against the cold? Remember she is in the middle of nowhere in Alaska and gets caught in storms. Think about how harsh the climate is and what she had to help her survive. (Her heavy fur coat) Let's write down 1 thing that happened in the middle, beginning, and end of the story. That way we can picture the story better in our heads and it helps us remember important details when we move on. First, she was running in a sled dog race. Then, she got hurt and was being sent back. Lastly, she escaped those people and saved her team from getting lost. Think about how dedicated she was to helping her team. That's why she was chosen to be the lead dog in the first place. Now we have our story outlined, and let's talk about why we did this. It was practice to help you think about a story so you can create a story with Lego Storystarters. First, think about your favorite story we have talked about so far from the Iditarod. Take a thinking minute. Now, I want you to share what it is with your elbow partner. Did they have the same story? Now, that you have thought of a story, think about what happens in the beginning, middle, and end. You are going to work with a group and create 1 story about the Iditarod. It can be a sled dog's story, something that happened to a musher, or		

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	<p>something else. It just has to be one we have talked about, you aren't going to be making up one. Talk with your group members about the story you are going to use. Also think about the area your story takes place in, how does the background look? Are there trees?</p>	
<p>30</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) -Students will be put into groups of about 3. Each group is going to get a kit with the different legos. You might not have exactly what you need to make your story and that is okay. Just make sure you know what you are using to explain that part of the story. Now, when you get your kit there are 3 gray bottom pieces. These will be what your story is placed on. So if I put them in a row, the first will have the beginning of the story, the second will be the middle, and the third will be the last. Be very careful with the legos, the pieces are small and can get lost pretty easily. Before you put them on the lego bottom count how many you are using to make sure you know how many to put back. Your story needs a beginning, middle, and end. I will be walking around to make sure you have that and ask if you have a question. Allow time for groups to share their story with the class.</p>	
<p>3</p>	<p>Review (wrap up and transition to next activity): What did your story have that helped tell it? (Beginning, middle, end) What did you use to show what the background looked like? How did the legos help to tell your story?</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Walk around the classroom to make sure every group has the parts of the story. Check-ins while students are working- they tell the teacher what they have so far</p> <p>Consideration for Back-up Plan:</p>		<p>Summative Assessment (linked back to objectives) End of lesson: End of PBL sled design</p> <p>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?):</p>		