

Lesson Plan Template



Teacher A: Gloria Perkins/Library Media
Jan.23 – Feb. 3, 2023

Subject English Language Arts

	Elementary/Middle (DAILY)	KK and First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
	Plan1: Know your school community in order to plan your instruction effectively	Teach1: Engage students in objective driven lessons.	Teach2: Engage students at all learning levels in appropriately challenging work.	CLE 1: Use library media space and resources to support instruction.	CLE 2: Develop library media procedures and routines.	CLE 3: Use library media programming to support instruction.
Know and Understand	Standards: Reading Literature and Informational Reading Foundational Skills Writing Language Speaking and Listening	Objectives: RL K.2 & 1.2 – SWBAT identify key details IOT ask an answer questions about the text. Embedded Skills: Listening & Writing	Objectives: RI 2.2 – SWBAT – retell including fables and folktales from diverse cultures IOT determine the central lesson or moral. Embedded Skills: Listening, reading, sequence, & writing Vocabulary: Writing Prompt:	Objectives: RI 3.2 – SWBAT – SWBAT determine the theme of a story, drama, or poem IOT compose a summary and narrative. Embedded Skills: Reading & Writing Vocabulary:	Objectives: ***Note: Fourth and fifth grades will complete the same lesson as grade 3 but will use a different book. RI 4.2 SWBAT – determine the theme of a story, drama, or poem IOT compose a summary and narrative. Embedded Skills: Reading & Writing Vocabulary:	Objectives: ***Note: Fourth and fifth grades will complete the same lesson as grade 3 but will use a different book. RI 5.2 SWBAT - determine the theme of a story, drama, or poem IOT compose a summary and narrative. Embedded Skills: Reading & Writing Vocabulary:



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Do	Assessment	Teacher Observation	Teacher Observation	Teacher Observation		
	Type of Instruction and Lesson Description	<p>I do- State my objective</p> <p>Use Academic Language to unpack the standard.</p> <p>Know Identify Key Details Text</p> <p>Show Identify</p> <p>How (CFU) Questions</p> <p>Guided Question: What is the story about? Who are the characters? When/where is the setting? What are some events in the story?</p> <p>We do/They do-</p>	<p>I do – State my objective</p> <p>Use Academic Language to unpack the standard.</p> <p>Know Retell Stories Fable Folktale Diverse cultures Determine Moral</p> <p>Show Retell Determine</p> <p>How TDQs Group Discussion Opinion Writing</p> <p>Guided Question:</p>	<p>I do- State my objective</p> <p>Use Academic Language to unpack the standard.</p> <p>Know Determine – figure out Theme – unifying or dominant idea Story – real or fictional narrative Drama – telling a story performed by actors/play Poem – a composition in verse that mostly rhyme Compose – write or create Summary – a brief statement that contains the main idea of a larger passage Narrative-a short story</p> <p>Show Determine Compose</p> <p>How</p>	<p>I do-</p> <p>We do –</p> <p>You do –</p>	<p>I do-</p> <p>We do –</p> <p>They do –</p> <p>You do –</p>

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	<p>KK – will listen to a story and answer questions and review sight words.</p> <p>1st Grade Discuss Fable PPT before reading and discussing the book, <u>Horrible Harry in Room 2B</u>.</p> <p>You do- KK – 1st Use sight words and play sight words race game. Teacher will facilitate.</p>	<ol style="list-style-type: none"> 1. Can you retell the story from beginning to end 2. What happened in the beginning of the story? 3. What happened in the middle of the story? 4. What problem did the main character have? 5. How did the main character solve his problem. 6. What happened at the end of the story? 7. What is the moral of the story? <p>We do/They do- Continue to read and discuss <u>Horrible Harry Bugs the Three Bears</u></p> <p>You do – Complete a comprehensive assessment of the book.</p>	<p>TDQs Group Discussion Graphic Organizer Written summary, narrative</p> <p>Guided Question:</p> <ol style="list-style-type: none"> 1. Define theme. 2. What is the theme of this text? 3. Define summary/narrative. 4. What are the components of a summary/narrative? 5. Define paraphrase? 6. What is the difference between paraphrasing and summarizing? 7. Compose a summary/narrative of a text <p>We do Discuss PPT together Complete Graphic Organizer together</p> <p>They do–</p>		



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			<p>Week 2: Write one reason why they liked or disliked the book.</p> <p>Use evidence from the book to support their reason.</p> <p>Explain why their evidence supports the reason.</p> <p>Restate their reason as a conclusion.</p>	<p>Work in groups to read a text and retell/summarize the text using the Somebody Wanted But So Then strategy.</p> <p>You do – Answer TDQs Use the Somebody Wanted But So Then graphic organizer to write a summary of a text. Use graphic organizer to write a narrative.</p>		
	Tasks	Whole Group Discussion	Whole Group Discussion			

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	Closure					
	Follow Up - Reteach - Enrichment	Reteach: Enrichment:	Reteach: Enrichment:	Reteach: Enrichment:	Reteach: Enrichment:	Reteach: Enrichment:
	Materials	KK and 1 st grade Sight words flash cards Book- <u>Horrible Harry in Room 2B</u> Nearpod PPT	Nearpod PPT Book – <u>Horrible Harry</u> <u>Bugs the Three Bears</u>	Nearpod PPT Kahoot Short Stories Book – <u>Bunnicula</u> Ask and Answer Question PPT	Nearpod PPT Kahoot Book – <u>Tales of a Fourth Grade Nothing</u>	Nearpod PPT Kahoot Book – <u>James and the Giant Peach</u>
	Literacy Component (For Other Content Areas)					