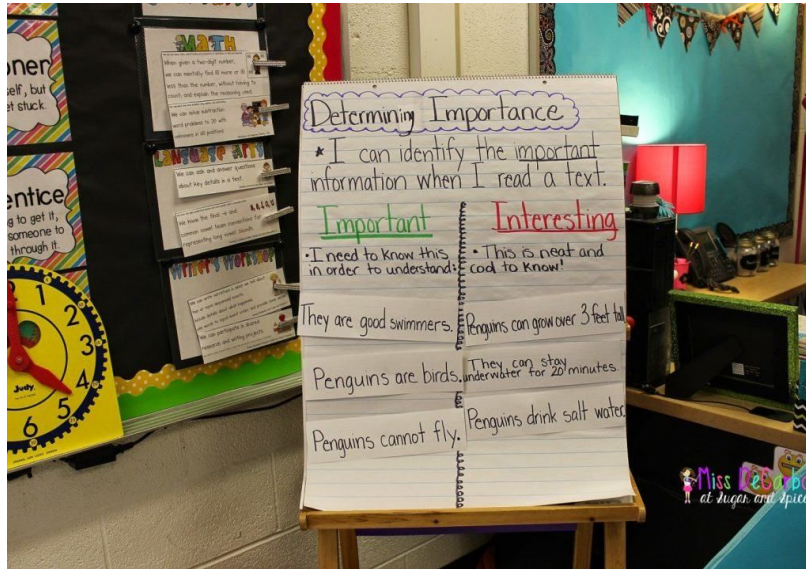


<p>Grade: First</p>	<p>Subject: Language Arts</p>
<p>Materials: Anchor Chart, My Purse, Mission Folders, exit slips</p>	<p>Technology Needed: N/A</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> ø Direct instruction ø Guided practice ø Socratic Seminar ø Learning Centers ø Lecture ø Technology integration ø Other (list) <p>ø Peer teaching/collaboration/cooperative learning</p> <p>ø Visuals/Graphic organizers</p> <p>ø PBL</p> <p>ø Discussion/Debate</p> <p>ø Modeling</p>	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> ø Large group activity ø Independent activity ø Pairing/collaboration ø Simulations/Scenarios ø Other (list) <p>Explain:</p> <ul style="list-style-type: none"> ø Hands-on ø Technology integration ø Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>1.RI.2-Identify the main topic and retell key details of a text.</p>	<p>Differentiation</p> <p>Below Proficiency: Student will be able to have guidance during group work from peers and teachers if necessary. Students can learn from peers during group work. There are pictures and words on the worksheet to help with comprehension.</p>
<p>Objective(s)</p> <p>-Students will determine what objects are important by dividing the objects in their mission folders by what is needed for the trip and what is extra.</p> <p>-Students will be able to determine what facts are needed to know in order to understand the information by deciding what facts are important on their exit slip.</p> <p>Bloom's Taxonomy Cognitive Level:V-Evaluating</p>	<p>Above Proficiency: Students can be leaders in their group work. Students can elaborate on their writing and create details on the pictures.</p> <p>Approaching/Emerging Proficiency: Students will get a review of what text importance is about. They will participate in group work to grow in understanding. Students can create a sentence to express their knowledge of the topic.</p> <p>Modalities/Learning Preferences:</p> <p>Kinesthetic- mission packets, worksheet</p> <p>Auditory- instruction, discussion</p> <p>Visual- anchor chart, worksheet</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>-Transition students to their dots on the carpet. Do show me five to get their attention.</p> <p>-Groups of three or four will be called out. When I call your name, come and get a packet and find a space around the room, apart from other groups.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>-Discuss penguin facts and decide as a class if they are important or interesting (keeping voices quiet- thumbs up/thumbs down, possible discussion).</p>

<p>-Have students do show me five. Tell students that after they are dismissed that they have two minutes to transition to the next activity by quietest tables.</p>	<p>-When working in the group, we will keep our inside voices. -Once students are done, hand them an exit slip. Tell the students that, by themselves, they need to pick one thing that would be the most important to bring on the first day of school and circle the picture on the worksheet. Have the students write a sentence about what the most important thing would be. Their voices should be whispering or silent during transition time.</p>
Minutes	Procedures
<p>15</p>	<p>Set-up/Prep: -Make up mission folders, anchor chart, and print exit slips.</p>
<p>3</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -Transition students to their dots on the carpet. Do show me five to get their attention. -Things that are in my purse that I need or don't need. Thumbs up or thumbs down (car keys, phone/wallet, chapstick, sunglasses). -Discuss if they are needed or not. We have to make decisions like this when we are deciding what is important in text (things that we read).</p>
<p>5</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) -Discuss with the class the definition of determining importance. -Discuss the difference of important information and interesting information. The keys and wallet are important in my purse because I need them to drive. I do not need the chapstick or the sunglasses. -Now we are going to talk about facts and determine if they are important or interesting. -Discuss penguin facts and decide as a class if they are important or interesting (keeping voices quiet- thumbs up/thumbs down, possible discussion).</p>



10

Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

- Discuss how groups will now get mission packets. On the packets are different activities. On the inside are cards with items that would be used for the activity. As a group, you must decide what items are important and what items are interesting. Put the important/needed items back inside the envelope.
- Groups of three or four will be called out. When I call your name, come and get a packet and find a space around the room, apart from other groups.
- When working in the group, we will keep our inside voices.
- It will be important to be mindful and make sure each of our group members are getting the opportunity to share and participate.
- When your group has decided, raise your hand and I will come over to check.

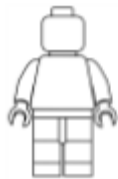


Name: _____

Pick one thing you would need on first day of school?



Ball



Legos



Backpack

Write it in a sentence:

Handwriting practice lines consisting of four sets of solid top and bottom lines with a dashed midline.

-Once students are done, hand them an exit slip. Tell the students that, by themselves, they need to pick one thing that would be the most important to bring on the first day of school and circle the picture on the worksheet. Have the students write a sentence about what the most important thing would be.

-If students finish early, have them add to their writing or color the pictures.

2	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> -Have students do show me five. Tell students that after they are dismissed that they have two minutes to transition to the next activity by quietest tables. Their voices should be whispering or silent during transition time. -On their way have students put their papers on the counter.
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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <p>Students will reflect their knowledge by choosing the most important item and writing a sentence reflecting their choice.</p> <p>Consideration for Back-up Plan:</p> <p>Discuss this with students at a later date if it does not work out as planned.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>A unit assessment will take place at the end of the unit.</p> <p>If applicable- overall unit, chapter, concept, etc.: key ideas/details</p>
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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Overall, I feel that this lesson went very well. The students seemed to really grasp the concept of important versus interesting, especially when discussing objects. This was impressive as they have never discussed this topic before. Mrs. Bernhagen was hesitant that the students would grasp the content as it was totally new to them. The students took a bit at the beginning to gain focus as they were excited after the weekend. We had to wait ten plus seconds after show me five. I could have and probably should have waited longer until the students were all giving their full attention. Instead when most of the students were paying attention, we discussed how it was only supposed to take two seconds and started the lesson. After that, the students were very focused and ready to learn during the direct instruction portion of the lesson. The students seemed to get a lot out of the thumbs up and thumbs down before discussing whether something was important or interesting as a class. This kept all of the students engaged and helped them to form their ideas individually instead of just going along with the group. The students had a slightly more difficult time with the text examples instead of the objects, which was not a surprise as this was their first encounter with this topic. I felt good about my decision to focus on objects for this lesson as it was a more understandable topic for the students to grasp before they jumped into the meat of the standard.

The introduction of the activity went well. The students seemed to be very excited about being able to go on 'missions' together. Something that I feel that I need to work on is saying 'when I say go...' before I discuss transition directions so students are not moving and distracted as I am giving directions. This would save a lot of time having to calm the students down again before having to give the directions again. The students transitioned well after that and had minimal conflicts with their flexible seating. Some groups worked together well and in others some students just took over. It would have been good to discuss before the group work that it is important to include all members of the group and help all of our friends to learn. This would have been a great aspect of being mindful during our learning. When groups started to finish it was difficult as I had to come check everybody's work.

It would have been a good idea to have an answer sheet that students could check. If they had questions they could then discuss them with me. The exit slip went well. Overall, I feel my lesson went well and that the students enjoyed and learned from this hands on experience.