

**Reading Lesson Plan**  
**Date: October 7, 2021**

<b>Grade: 1<sup>st</sup></b>		<b>Subject: English Language Arts (Reading)</b>	
<b>Materials: "I am Mad" book, "What I like to do" poster</b>		<b>Technology Needed: Marker Board</b>	
<b>Instructional Strategies:</b> € <b>Direct instruction</b> € Peer teaching/collaboration/ € Guided practice                                      cooperative learning € Socratic Seminar                      € Visuals/Graphic organizers € Learning Centers                      € PBL € Lecture                      € <b>Discussion/Debate</b> € Technology integration                      € <b>Modeling</b> € Other (list)		<b>Guided Practices and Concrete Application:</b> € <b>Large group activity</b> € Hands-on € <b>Independent activity</b> € Technology integration € Pairing/collaboration                      € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list)  Explain:	
Standard(s) ELA-01.RF.04 Read with sufficient accuracy and fluency to support comprehension.		<b>Differentiation</b> <b>Below Proficiency:</b> They will be able to spot dialogue and read fluently with help. <b>Above Proficiency:</b> They are able to read dialogue and change voices accordingly. <b>Approaching/Emerging Proficiency:</b> They are able to create their own dialogue. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>● <b>Visual:</b> Reading their own book. Poster.</li> <li>● <b>Auditory:</b> The teacher reading the book to them as well as reading the poster to them.</li> </ul>	
<b>Objective(s)</b>  By the end of the lesson, students will be able to accurately identify dialogue within text.  <b>Bloom's Taxonomy Cognitive Level:</b>  Knowledge			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Countdowns: 5, 4, 3, 2, and 1. Okay now you are quiet with your hands in your lap ready to listen to the teacher  Movement/Transitions:  To carpet: Boys and girls, please come take your spot at the carpet, and sit criss cross applesauce with your hands in your lap  From carpet: You may walk very quietly over to the bookshelf and find a book and then I want you to go back to your table and silently read and see if your book has any dialogue in it.  When I say, "Hocus Pocus" they say "Time to Focus!"		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Cougar Code: Be Respectful Be Responsible Be Safe Be Kind	
<b>Minutes</b>	<b>Procedures</b>		
<b>1</b>	<b>Set-up/Prep:</b> I will make sure I have my book and the "Things I like to do" poster prepared and ready to go at the front of the room. I will have my stack of books for them to pick through		
<b>3</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>  My first grade friends, will you please clean up your table area from WIN time and come meet me at the carpet for reading.  We're going to over my expectations for reading from you guys before we get started today. You guys are already a pro at this but remember when I say Hocus Pocus, you say Time to Focus!  Our voices are at a level zero, unless you are called on by a teacher then you can be at a voice level one!  Our eyes are on either the teacher or the marker board at all times. We have focused attention and we're sitting up on our bumpers. We don't lay down on the carpet!		

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<p>This week with Ms. Gutschmidt you've been learning all about fluency. Give me a thumbs up if that sounds right, and a thumbs down if you're not sure!</p> <p>Yes, we've been talking about fluency! On Tuesday, Ms. Gutschmidt read you guys Old MacDonald and when she first read it super slow and then she read it really fast, and then she read it at a normal voice so that you guys could see which ones sounded the best!</p>	
<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>Today during reading we are going to look at this poster that's up on the board. This poster is a dialogue. There are parts in it for Speaker 1 and Speaker 2. The first time I read it, I'm going to read every word the same way. The second time I read it, I'm going to read how Speaker 1 and Speaker 2's voices should sound. Speaker 1 likes to do slow, relaxing activities so I'll read those parts slower, and Speaker 2 likes to do fast, lively activities so I'll read those parts faster. When I'm done reading it both times, we'll compare which one sounded better. One way to always be able to point out when dialogue is happening is that there is quotation marks.</p> <p>I will draw on the board what a quotation mark looks like.</p> <p>Now that I'm done reading, which one did you guys like better? Which was more fun to listen to?</p> <p>Yes, for sure! When I made my voice sound different for each speaker and changed the speed that I was reading for each speaker, that made it more fun.</p> <p>Now, we're going to read this book called "I am Mad" and we're going to see if we can find some dialogue in it.</p> <p>-Read the book and point out different areas with dialogue in it-</p>	
<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>Okay first graders, we have about -insert number of minutes left here- I'm going to give each of you ONE sticky note and if you find a spot in your book that has dialogue in it I want you to put your sticky note on that page, and when we have just a few minutes left, we will come back to the carpet and I'll let three friends share an area in their book that has dialogue.</p> <p>First graders, we have about five minutes left before we are going to move onto writing, so I want you to come to the carpet with your book and your sticky note and I'm going to call on three friends.</p> <p>Thank you, guys, for sharing your awesome dialogues you found.</p>	
<p><b>Review (wrap up and transition to next activity):</b></p> <p>First graders, now that we are done sharing, I'm going to have you guys throw your sticky notes away and put your books away, and then come back to the rug to get ready for writing with Miss Gutschmidt. Maybe while you're doing your writing today, you can write some dialogue in your writings!</p>	
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li><b>Progress monitoring throughout the lesson (how can you document your student's learning?)</b></li> </ul> <p>I will monitor throughout the lesson by which students are able to find dialogue within the book I am reading aloud.</p> <p>I will be able to assess their learning at the end of the lesson by whether they were able to find dialogue in their book.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>ND State Assessments</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Having the students find their own dialogue in books went well. The students learned more about fluency, dialogue, and how reading is more fun when you change your voice for each character within the book. I know they learned about dialogue because I had each of them find dialogue in their own book at the end of the lesson and then we shared out our dialogue in a circle with the class! If I did this lesson again, I would go through our classroom library ahead of time and pick out books that I knew had dialogue in them beforehand and allow them to</p>	

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choose from that pile of books. When we were going over the dialogue some kids found words that were put into quotes that they thought were dialogue but weren't.