**UNT Lesson Plan Template**

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| **Pre-service Teacher:**  **Alexis Babcock** | **Grade(s):**  **K/1st** | **School/Mentor Teacher (if applicable):** |
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| **Subject area(s):**  **English Language Arts & Reading** | **Unit Topic/Theme: Fall theme.**  **Interactive Read Aloud. Predicting, Retelling & Cause and Effect.** | **Lesson Title:**  **Creepy Carrots by Aaron Reynolds** |
| **Relevant TEKS:**  [TEKS](http://tea.texas.gov/index2.aspx?id=6148)  4. Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.  (A). confirm predictions about what will happen next in text by “reading the part that tells.” | **Relevant ELPS:** (Texas English Language Proficiency Standards, [CH 74.4](http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html))  74.4 c. 1. A, B & C | **Relevant TX CCRS:**  [TX CCRS](http://www.thecb.state.tx.us/files/dmfile/CCRS081009FINALUTRevisions.pdf)  11. Reading. A 1,2,3 & 4 |
| **Lesson Objective(s)/Performance Outcomes**  Objectives: [Essential Questions Defined](http://tech.hcesc.org/wp-content/uploads/2011/02/Essential_Questions_Defined.pdf), [Essential Question examples](http://schools.bibb.k12.ga.us/cms/lib01/GA01000598/Centricity/Domain/92/5th_Grade_ELA_Curriculum_Map.pdf)  The students will compare their predictions with a partner and see how similar or different their predictions are.  The students will imagine what could have happened in the story to change their prediction.  Performance Outcomes: Learning Goals (see Lesson Plan: Essential Qs vs. Learning Goals on BB Content)  The students will be able to make logical predictions about what will happen in the story and confirm the predictions by reading (or rereading) the part that tells in the book.  The students will be able to as relevant questions and locate details in the story. | | |
| **Assessment (Description/Criteria)**  [Formative technique(s)](https://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html): Think/Pair/Share throughout reading of the book and discussion time, Exit Slip: The students will write about a time they were afraid in comparison to the character Jasper being afraid in the story. Quick write or illustration depending on their writing level.  [Summative technique(s)](http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/summativeassess.html): Written product. The students will be writing out their Exit slip and writing their predictions in their Writer’s Notebook both writing samples can be used for a summative assessment.  Provide a rationale: The students will be engaged and listening to the story being read aloud and will make connections. They will use the think/pair/share approach to organize their thoughts and moving it to the next level by writing their predictions and comparisons to the character in the book which will provide a needed writing sample for assessment and documentation. | | |
| **Materials and Resources**  Particular book title, name(s) of handout(s) (attached to the lesson plan), craft supplies, specific technology, website(s), application(s)  Creepy Carrots by Aaron Reynolds, Readers Make Predictions sheet, Reading Journals | | |
| **Management of the Instructional Environment**  [What does your classroom “look like” during instruction?](http://www.scholastic.com/teachers/article/classroom-organization-physical-environment) Whole group, small group, the organization of the room, how materials are distributed to students, etc.  This lesson will be done as an Interactive Read Aloud in a whole group setting. The students will meet the teacher in the reading circle on the carpet. Teacher will be seated in rocking chair next to chart paper. The teacher will read the book, guide the discussion and hand students their predicting sheet to place inside their Reader’s Notebook as they leave the circle and go to their “spot” around the classroom to make predictions before returning to the reading circle. | | |
| **Technology Integration**  [Technology is not an addition](http://www.teachhub.com/12-easy-ways-use-technology-your-classroom-even-technophobic-teachers) – what technologies do you incorporate to improve and extend student’s learning?  The students will have the opportunity to listen to Creepy Carrots being read aloud on the IPad during ‘Listen to Reading’ in their Daily 5 Station by scanning the QR code for the book.  The students will have a choice in their groups to either ‘Tweet’ out about their predictions or favorite part of Creepy Carrots on the class Twitter page or work together to write a short blog post with a mini book review over the book on the classroom blog. | | |
| **Diversity and Equity (Accommodations, Modifications, Adaptations)**  Describe your learners (think about your observation classrooms): # of ELLs, Gifted, IEP’s or 504s, behavioral plans, etc. [What will you do to adapt this particular lesson to address EACH of these groups of students?](http://www.readingrockets.org/article/how-adapt-your-teaching-strategies-student-needs)  My learners are a diverse group of 15 students. 2 students are identified Gifted & Talented. The student’s reading levels range from a DRA 2 to a DRA 20. We have no identified ELL at this time and none with IEP’s or 504s yet. We have one student who needed to be retained in Kinder but the parent was not on board so he is treading water daily to stay afloat in 1st grade. I will provide additional support for my struggling readers and writers by creating visual anchor charts and pulling them to my table to give support. I will allow my GT students to work ahead and create a sequel to the book as well as work on the class blog and provide additional enrichment activities for this book to keep them engaged and challenged. | | |
| **Activities/Procedures**  Before: Introduce the book Creepy Carrots by Aaron Reynolds and Peter Brown by showing the cover discussing the illustration on the front and what predictions can be made about what the book will be about. Discuss what the author and illustrator do for the book. Discuss text to self-connections that you can make from the title. Create a motivational opening and set the stage by bringing in carrots for the students to observe and discuss. Create a class anchor chart of what Predicting is… “readers take clues from the text and make a smart guess about what will happen in the story.” Explain that the students will be using a reading strategy called predicting. They will take clues from the text to make their smart guesses. We will practice predicting today during our read aloud.  During: Read the book aloud stopping at the end of pg. 24 to allow the students to make their predictions on their predicting sheet that will be placed in their Reader’s Notebook. The students will predict what will happen next. Predict what Jasper’s idea is. ((Allow time for the students to make their predictions)) Have the students turn and share with their shoulder buddy what their prediction is and compare predictions. Read the rest of the story. There are many great vocabulary words throughout this story. Choose some to discuss and point out with the students. Vocabulary word ideas: passion, yanked, shed & supplies. While discussing the vocabulary allow the students to act out the words with their shoulder buddy for reinforcement and retention.  After: Discuss the ending and compare the student’s predictions to the actual ending to the story. Discuss text to text and text to self-connections that the students made during their listening to the story.  Use *some teacher talk* within these stages of learning. | | |
| **Reflections and Documentation/Evidence of Lesson Effectiveness**  [Reflect on the process of writing the plan and what you might do differently to improve the lesson in the future.](https://ows.edb.utexas.edu/site/regina-smiths-e-portfolio/sample-lesson-plan-reflection-0)  While writing my plan I attempted to plan for a balanced literacy approach to presenting my lesson. I incorporated an interactive read aloud, opportunities for predicting, writing and cooperative discussions between peers.  An extension to improve my lesson in the future would be to incorporate question stems on sticks and have the students pull a stick and answer a question stem to reinforce other reading strategies and skills during their reflecting on the story. | | |

**UNT Lesson Plan Rubric**

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| **Criteria** | **Performance Indicators**  **The candidate:** | | | | |
|  | **Unacceptable** | **Emerging** | **Proficient** | **Exemplary** | **Score** |
|  | **0** | **1** | **2** | **3** |  |
| **Identification of relevant TEKS** | Does not identify and integrate any  relevant TEKS. | Identifies and integrates TEKS, with most being minimally or not relevant to the content/skills taught in the lesson. | Identifies and integrates TEKS, with most being relevant to the content/skills taught in the lesson. | Identifies and integrates TEKS, with all being relevant to the content/skills taught in the lesson. |  |
| **Identification of relevant ELPS** | Does not identify and integrate any relevant ELPS. | Identifies and integrates ELPS, with most being minimally or not relevant to the language requirements of the lesson. | Identifies and integrates ELPS, with most being relevant to the language requirements of the lesson. | Identifies and integrates relevant ELPS, with all being relevant to the language requirements of the lesson. |  |
| **Identification of relevant Texas CCRS** | Does not identify and integrate any CCRS. | Identifies and integrates CCRS, with most being minimally or not relevant to the content/skills/dispositions taught in the lesson. | Identifies and integrates CCRS, with most being relevant to the content/skills/dispositions taught in the lesson. | Identifies and integrates CCRS, with most being relevant to the content/skills/dispositions taught in the lesson. |  |
| **Statement of lesson objectives in the form of performance-based student outcomes** | Does not state lesson objectives in the form of performance-based student outcomes; or states lesson objectives without 3 or more of the following:  a) are aligned to the lesson activity and assessment,  b) include observable, measurable learner behaviors,  c) include performance-level or criteria for success.  d) include performance conditions,  e) use process words related to Bloom’s Taxonomy in describing student performances, and  f) are developmentally appropriate. | States lesson objectives in the form of performance-based student outcomes that are missing two of the following:   1. are aligned to the lesson activities and assessments,   b) include observable, measurable learner behaviors,  c) include performance-level or criteria for success, and  d) include performance conditions,  e) use process words related to Bloom’s Taxonomy in describing student performances, and  f) are developmentally appropriate. | States lesson objectives in the form of performance-based student outcomes that are missing one of the following:  a) are aligned to the lesson activity and assessment,  b) include observable, measurable learner behaviors,  c) include performance-level or criteria for success.  d) include performance conditions,  e) use process words related to Bloom’s Taxonomy in describing student performances, and  f) are developmentally appropriate. | States lesson objectives in the form of performance-based student outcomes that:  a) are aligned to the lesson activities and assessments,  b) include observable, measurable learner behaviors,  c) include performance-level or criteria for success,  d) include performance conditions,  e) use process words related to Bloom’s Taxonomy in describing student performances, and  f) are developmentally appropriate. |  |
| **Assessment Description and Procedures** | Assessment statements are not aligned with the lesson objectives or are absent. | Some learning objectives are assessed. Student performance outcomes and assessment criteria exist, but the approach taken does not communicate these to students. | Most learning objectives of the lesson are clearly assessed. The teacher clearly communicates the student performance outcome and assessment criteria to the students, but does not provide a rubric or listing of specific criteria. | All learning objectives of the lesson are clearly assessed. The teacher clearly communicates the assessment criteria to the students through the use of an assessment rubric or listing of specific criteria. |  |
| **Description of Lesson Procedures/Activities** | Provides lesson procedures/activities that are missing 3 or more of a, b, c, and d; or does not include procedures/activities at all | Provides lesson procedures/activities that are missing two of the following: a) align with the lesson objectives and assessments) use short, declarative statements to describe what the teacher and or students are doing step-by-step, c) provide pertinent details (e.g., concrete examples, sample guided discussion questions, and other ancillary information) necessary to complete the lesson, and  d) follow a particular model (Madeline Hunter, 5-E, SIOP, etc.),. | Provides lesson procedures/activities that are missing one of the following: a) align with the lesson objectives and assessments, b) use short, declarative statements to describe what the teacher and/or students are doing step-by-step, c) provide pertinent details (e.g., concrete examples, sample guided discussion questions, and other ancillary information) necessary to complete the lesson, and  d) follow a particular model (Madeline Hunter,5-E, SIOP, etc.) | Provides lesson procedures/activities that fully:  a) align with the lesson objectives and assessments,  b) use short, declarative statements to describe what the teacher and/or students are doing step-by-step,  c) provide pertinent details (e.g., concrete examples, sample guided discussion questions, sample student responses/answers, and other ancillary information) necessary to complete the lesson, and  (d) follow a particular model (Madeline Hunter, 5-E, SIOP, etc.). |  |
| **Identification and Integration of Relevant Materials and Resources** | Does not identify and/or describe preparations for any materials or resources relevant to or necessary for the lesson. | Minimally identifies and describes preparations for some of the materials and resources relevant to or necessary for the lesson. | Identifies and describes pre-preparations for most of the materials and resources relevant to or necessary for the lesson. | Fully identifies and describes preparations for all the materials and resources relevant to and necessary for the lesson. |  |
| **Integration of Technology** | Instructional design does not include technology or rationale for the exclusion of technology. | Technology is used without due regard to learning outcomes (i.e. it is just an add-on to fulfill the requirement). | Technology is integrated into the lesson with due regard to learning outcomes, or an instructionally sound rationale is given for the exclusion of technology. | Technology is integrated throughout instruction and makes a meaningful contribution to learning (i.e. it has a purpose or is needed), or an instructionally sound rationale is given for the exclusion of technology. |  |
| **Diversity and Equity** | Does not incorporate accommodations or adaptations to address equity through cultural responsiveness and attention to learners’ race, gender, sexual orientation, language, culture, disability, and/or socio-economic status. | Minimally incorporates accommodations or adaptations to address equity through cultural responsiveness and attention to learners’ race, gender, sexual orientation, language, culture, disability, and/or socio-economic status. | Mostly incorporates accommodations or adaptations to address equity through cultural responsiveness and attention to learners’ race, gender, sexual orientation, language, culture, disability, and/or socio-economic status. | Fully incorporates accommodations or adaptations to address equity through cultural responsiveness and attention to learners’ race, gender, sexual orientation, language, culture, disability, and/or socio-economic status. |  |
| **Plan for Management of the Instructional Environment** | Does not design an instructional environment and management plan; or designs an instructional environment and management plan that fails to engage, motivate, and inspire learners; or the design/plan includes one or more major violations or 3 or more minor violations of sound organizational and/or safety practices. | Designs an instructional environment and management plan that minimally engages, motivates, and inspires learners and that minimally reflects sound organizational and safety practices without major violations and with no more than 2 minor violations. | Designs an instructional environment and management plan that mostly engages, motivates, and inspires learners and that mostly reflects sound organizational and safety practices with without major violations and with no more than one minor violation. | Designs an appropriate instructional environment and management plan that fully engages, motivates, and inspires learners and that fully reflects sound organizational and safety practices. |  |
| **Clarity and Correctness in the Written Communication of Ideas** | Writes a lesson plan that is totally unclear and/or that contains so many major spelling, grammar and/or punctuation errors that the plan is highly difficult to read and comprehend. | Writes a lesson plan that is somewhat unclear and/or has many major spelling, grammar, and/or punctuation errors that interfere with clarity. | Writes a lesson plan that is clear, but it has a few minor spelling, grammar, and/or punctuation errors. | Writes a lesson plan that is clear and free of spelling, grammar, and punctuation errors. |  |