**UNT Lesson Plan Template**

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| **Pre-service Teacher:**  | **Grade(s): 1st**  | **School/Mentor Teacher (if applicable): Dr. Eutsler** |
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| **Subject area(s):****Reading/ Writing**  | **Unit Topic/Theme: Creative writing**  | **Lesson Title: Let’s be Ninjas!!** |
| Find the TEKS, ELPS, and CCRS standards at this link: <http://www.teksresourcesystem.net/module/standards/Tools/Search> |
| **Relevant TEKS: 14(C) Retell the order of events in a text by referring to the words and or illustrations. 19(A) write brief compositions about topics of interest to the student**  | **Relevant ELPS: c.2G: understand the general meaning, main points, and important details of spoken language ranging from situation in which topics, language, and contexts are familiar to unfamiliar** | **Relevant TX CCRS: III.B.2 Participate actively and effectively in group discussions**  |
| **Lesson Objective(s)/Performance Outcomes:** 1. **Students will draw correctly all three sequence of events (beginning, middle, end) the first time.**
2. **Students will write 4-6 sentences about what they would do if they were a Ninja.**
3. **Students will answer one question or contribute one comment during group discussion time or throughout the story by raising their hand to answer.**
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| **Assessment (Description/Criteria):****Formative: Children will be given the sequence of events handout and encourage to draw to the best of their memory what happened at the beginning, middle and end of the story. It will also be stated by the teacher that if they get all the events correct then they will get to pick out a sticker!****Summative: Children will be given Ipads and will open up the Story Creator app. The children will be informed that they need to write 4-6 sentences about what would happen if they were a ninja. These will be saved so that the teacher is able to go back and look at them.**  |
| **Materials and Resources:****Book: Nighttime Ninja by Barbara DaCosta****Activities:** [**https://i.pinimg.com/736x/5b/be/e1/5bbee1f0e43c4b4d22bef94ab1579122--language-arts-worksheets-art-worksheets.jpg**](https://i.pinimg.com/736x/5b/be/e1/5bbee1f0e43c4b4d22bef94ab1579122--language-arts-worksheets-art-worksheets.jpg)**Other materials: markers, colored pencils, pencils, Ipads**  |
| **Management of the Instructional Environment: Students start off at desks for discussion in which they raise their hands to speak. Next the students will sit on the rug for story time. When finished the teacher will transition the students back to their desks to work on the sequencing of events handout independently. When finished the teacher will collect the worksheets and pass out Ipads to students being quiet. Then the students will independently work on their stories and share will the class when they are finished if they want to.**  |
| **Technology Integration: The children will use the Ipads to type their own ninja story using the story creator app and add pictures if they desire. The app is really unique in that it makes the children feel like they are writing their own book!**  |
| **Diversity and Equity (Accommodations, Modifications, Adaptations): If the students are struggling with drawing the events that happen in the story I would provide them with three already printed out pictures and see if they are able to place them correctly and if not I would try and have them talk through what they did remember happening in the story with me. On the other hand if it was too easy for the student I would have them write below the picture what was happening in that moment.** **Then for the writing assignment I would have the students type 7-10 sentences if they felt they had more to say or found it too easy. If the assignment appeared to be to challenging for the child then I would have them type 1-2 sentences and then draw a picture to go along with it or have them verbally tell me what they would do if they were a ninja and see if I could get them to answer follow up questions that I would add to get them to think more in depth about their story and picture.**  |
| **Activities/Procedures:**1. **First I would ask the students if they knew what a Ninja was and I would create a web on the board with their descriptions, in addition to asking them more specific questions such as what a ninja looks like and how do ninjas’ act to help prompt more responses and guide them to better describe what a Ninja is. To this the students might respond that a ninja wears all black or that they are really fast. This could take about 5-10 min. (Allow for about 5 minutes between each transition)**
2. **Next, I would read Nighttime Ninja by Barbara Dacosta.**
* **On the second page with the grappling hook stop and ask the children what they think is going on in the story. They might point out the mountain or the rope and suggest climbing.**
* **Then after the word “balanced” is read ask the students to demonstrate what “balanced” means. To this the students might stand up and balance on one foot.**
* **Next, when the book says “he took out his tools and went to work”, ask the children what they think is going to happen next. Some students might say that he is going to build something while others might say he is going to cut something down.**

**After- Ask the children what they would do if they were a ninja. They will give a variety of answers from saving the day to smaller tasks. (This will take about 15min)**1. **Afterwards, I would pass out markers, colored pencils and handouts that has spots for the children to draw what happened during the beginning, middle and end of the story. I would provide the children with about 15 minutes to work on their drawings while I walk around the room to help them out with whatever necessary.**
2. **Lastly, the children will be given the opportunity to write a story about what they would do if they were a ninja. They would have about 20 minutes to work on this on the Ipads using the story creator app and then if the children want to share their story I would have them stand up and read their story to the class. If not many want to share then discuss with the class what all they learned and accomplished that day. This could take between 5-10 min depending on how many kids want to share.**
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| **Reflections and Documentation/Evidence of Lesson Effectiveness: The proof of effectiveness will be seen through the children being engaged in what the story is about and asking or answering questions about the story. It will also be seen through if the students are able to sequence the order of events correctly the first time around. Lastly, the short writing assignment will allow the students to be creative and explore whatever they would like to and see where they are when it comes to spelling, sentence structure and punctuation.**  |