**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):**  Language Arts and Reading  Thinking and Reasoning | **Unit Topic/Theme:**  Phonemic Awareness  Rhyming  Vocabulary | **Lesson Title:**  Vocabulary and Rhyming with *Madeline’s Rescue* |
| Find the TEKS, ELPS, and CCRS standards at this link:  <http://www.teksresourcesystem.net/module/standards/Tools/Search> | | |
| **Relevant TEKS:**  **§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.**  1.2A Orally generate a series of original rhyming words using a variety of phonograms and consonant blends.  1.4A Confirm predictions about what will happen next in the text by “reading the part that tells”.  1.6C Determine what words mean from how they are used in a sentence, either heard or read. | **Relevant ELPS:**  ELPS.c.2I: demonstrate listening  comprehension of increasingly  complex spoken English by  following directions, retelling or summarizing spoken messages,  responding to questions and requests, collaborating with peers,  and taking notes commensurate  with content and grade-level needs.  ELPS.c.3D: speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. | **Relevant TX CCRS:**  E/LAS.II.B.1: Identify new words and concepts acquired through study of their relationships to other words and concepts.  E/LAS.III.B.2: Participate actively and effectively in group discussions.  E/LAS.IV.B.3: Listen actively and effectively in group discussions. |
| **Lesson Objective(s)/Performance Outcomes**  **Objectives:**  Can the student sequence the order of events of the book in the correct order?  What can/will the students predict about what will happen next in the book? Why do they think that?  How many different sentences can the students form with newly learned vocabulary?  **Performance Outcomes:**  Student will be able to make inferences and predict what will happen next in the story.  Student will be able to sequence the given order of events throughout *Madeline’s Rescue.*  Student will be able to form new sentences with new vocabulary from the book. | | |
| **Assessment (Description/Criteria)**  **Formative:** Ask the students a variety of discussion questions before, during, and after the story. The teacher should focus the questions and assessment on prediction of what will happen next, sequence of the story, and checking for students’ understanding on rhyme patterns within the book. The teacher will record and write down on a personal checklist which students are actively involved and paying attention and which are not. If the teacher thinks a student is not engaged or focused on the story, then he/she can ask said student a question about the page just read aloud.  The teacher will collect and analyze students’ worksheets of sequencing of order of events from the story, rhyming words and sentences, and new vocabulary understanding in sentences. Analyzing these worksheets will help the teacher understand and acknowledge which students are struggling or meeting expectations in these topic areas. | | |
| **Materials and Resources**  **Book:**   * Madeline’s Rescue by Ludwig Bemelmans   **Activities:**   * <https://www.liveoakmedia.com/assets/guides/28099.pdf> * <http://www.bmionline.com/files/samples/L0662-sample.pdf>   **Other Materials:**   * iPads * Laminated pieces of paper with vocabulary words and definition on back | | |
| **Management of the Instructional Environment**  Students will start off sitting on the carpet during circle time while we read the story.  When finished with the story, the teacher will tell each table group to go back to their tables to being working on centers.  The designated table leader will be instructed by the teacher to go to the shelves where the center activities are placed each day and bring them back to their table.  Students, in groups, will rotate to the different centers.  When finished with centers, the teacher will instruct the students back to circle time to begin a group activity. | | |
| **Technology Integration**  iPads to research and locate geographical location of river using “Google Earth” app that Madeline falls in (River Seine) and landmarks around it. | | |
| **Diversity and Equity (Accommodations, Modifications, Adaptations)**  When reading, check for understanding by asking questions before turning to the next page. For ELLs, use synonyms and pictures for new vocabulary if needed. Assist ELLs during centers if they need help reading or writing. | | |
| **Activities/Procedures**  **Read:**   * *Madeline’s Rescue* by Ludwig Bemelmans   **Discussion:**  Before-   * “What does the word ‘rescue’ mean?”, “What does it mean to rescue something?”, “In this book, the main character, Madeline, is rescued by an unusual figure.”   During-   * “What do you think is going to happen to Madeline after falling in the river?” * “Do you think someone or something will rescue Madeline? Who?” * “What do you think they are going to do with Genevieve?” * “What does disgrace mean?” * “How do you think the dog felt after being kicked out? What about the girls?” * “Where would you hide if you were a dog?” “Where do you think Genevieve is hiding?” * “What do you think Miss Clavel will discover that’s ‘not right’?”   After-   * “How did Madeline fall in the river?” “Have you ever accidentally fallen?” * “What emotion did the girls feel when May came around?” “Why?” “When have you felt nervous?” * “Who kicked Genevieve out?” * “Where was Genevieve found and who found her?” * “What did the girls and Miss Clavel do after Genevieve returned?” “When have you been (said emotions by students)?” * Discuss the purpose and moral of the book.   **Centers:**  Vocabulary-   * Have children locate each vocabulary word in the story and read the sentence it is in. Have the children read each definition of given vocabulary word cards. Then instruct the children to make up their own sentences with each new vocabulary word, and if time permits they can draw a picture. * Vocab words: frighten, chamomile, nervousness, trustees, inspection, gendarmes, vengeance, thorough, disaster   <https://www.liveoakmedia.com/assets/guides/28099.pdf>  Sequencing-   * Have children read the following sentences and place them in order of events of the story:  1. The girls named the dog Genevieve. 2. A dog rescued Madeline. 3. After Miss Genevieve came back, there was enough hound to go all around. 4. Madeline slipped and fell into the river. 5. Lord Cucuface sent Miss Genevieve away. 6. When the first month of May came near, there was nervousness each year. 7. She was petted, she was fed, and everybody went to bed. 8. As each little girl cried, “Genevieve is mine tonight!”  * After completion, children will write their own story similar to the order of events.   http://www.bmionline.com/files/samples/L0662-sample.pdf  Rhyming-   * Children will read groups of 4 rhyming words and identify the one that does not rhyme. In its place, the students will write another rhyming word.   <http://www.bmionline.com/files/samples/L0662-sample.pdf>  Geography-   * Since Madeline was rescued by Genevieve in the Seine River in Paris, students will search and locate this river on the “Google Earth” app on iPads. They will label and color this river on distributed maps. Then, they will locate and label and color various given landmarks around/along the river (Notre Dame church, Eiffel Tower, Panthéon, and The Louvre).   <https://www.liveoakmedia.com/assets/guides/28099.pdf>  **Group Activity:**   * Have children sit in a circle on the carpet. Go over vocabulary with them by asking them what each word means, and ask for examples of sentences they wrote. Have children form new sentences together in groups of 2-3 and sharing with the class, asking for live action demonstrations of their examples. | | |
| **Reflections and Documentation/Evidence of Lesson Effectiveness**  There are many different activities and unit themes/topics you can focus on as a teacher with your students. I chose rhyming and vocabulary as my main topics, because with this book there are a lot of rhyming patterns and new words that are new to 1st graders. I think using this book with rhyming, sequencing, and vocabulary is a great way to expand students’ knowledge while having a fun time doing so with given activities in groups. Being in groups allows children to socialize and collaborate ideas. In the future, I could improve this lesson by having students reenact the book so they can develop a deeper understanding. | | |