

Reading lesson

2/7

Grade: First		Subject: Reading	
Materials: White board, book, colored crayons, pencil		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) SL.1.1a Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). RL1.1 Ask and answer questions about key/supporting details in a text before, during, and after reading.		Differentiation Below Proficiency:	
Objective(s) By the end of the lesson students will be able to identify cause and effect by completing the interactive worksheet. Bloom's Taxonomy Cognitive Level: Knowledge, Evaluation			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will move quickly and quietly when transitioning. Students will keep a voice level of 1. Students will be dismissed by who is doing their job.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When students are pair sharing, they will keep their voice level at a 1. Students will take turns talking Students will be respectful while talking with a partner. While teacher is talking, students will be listening and not distracted.	
Minutes	Procedures		
30	Set-up/Prep: Create lesson plan Choose story		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask students to raise their hand and explain what they have been working on. What did you guys do yesterday? Ask students to identify cause and effect from their prior knowledge		
10	Explain: (concepts, procedures, vocabulary, etc.) Explain to students that we can find causes and effects in books that we read as well. Bring out Pete the Cat Read the story to the kids. Explain the Cause is why something happened Effect is what happens.		
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Read the story to the students. Ask students questions after the story What were petes shoes at the beginning of the story?(White) What caused Pete's shoes to turn red? (He stepped in a pile of strawberries) What was the effect when Pete stepped in a pile of blueberries?		

Reading lesson

2/7

	<p>(His shoes turned blue)</p> <p>Explain the worksheet of Pete the cat. Pass out the worksheet for Pete the cat. Dismiss students by who is sitting the nicest.</p> <p>Help guide the students if they need help.</p> <p>Give students time to complete the activity.</p>	
5	<p>Review (wrap up and transition to next activity): Give students 30 seconds to clean up their space and make it to the carpet. Have students explain to me what cause and effect is. Students will hand in their worksheet.</p> <p>Have students transition to their work stations.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Monitor students understanding while they are partner sharing. Monitor students by walking around and asking questions, Observe students understanding while they are sharing their ideas.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I had never heard of Pete the Cat before! Apparently my first-grade students love Pete the Cat and there is a ton of books in the serious. I had changed my lesson the day before I taught it and I am so glad I did. This was the last lesson in the unit and was pretty much a review of cause and effect. I started out reading Pete the Cat and the students were very excited and very engaged in the whole story. They even decided to sing along to the story! After the story I had students explain to me what cause and effect is. The students had already practiced with cause and effect and so they had a great knowledge base to go off of already. I then asked students questions about the story. The students were able to tell me what the cause of the event was and what the effect of the cause was. I was also able to find an interactive worksheet that went with cause and effect and was about the story we read. The students had so much fun filling in the worksheet with the color. The students were giggling while they were completing the activity, and they all did a really nice job following the directions. I then did not plan to have students do this put I had students label the cause and effect of the story on the worksheet. I then was able to walk to each student and have them answer a question to demonstrate to me that they understood cause and effect. Questions were what caused Pete’s shoes to turn red, blue, brown, wet? And Pete Stepped in strawberries, blueberries, mud, and water what was the effect of him doing this. Most of the students were able to tell me and only a couple needed help and prompting. If I would have to change anything about this</p>		

Reading lesson

2/7

lesson, I would have added another story to read to the students just to make sure they understood cause and effect. Another story such as If you give a Mouse a Cookie. I think by reading more stories of cause and effect, it would have just given the students more examples to check for their understanding. I also think that I would have added different pictures for the student to look at and predict what caused something or because of something what will happen.