

Dakota State University
College of Education
LESSON PLAN FORMAT

Name: Katie Stier
Grade Level: First Grade
School: Kennedy Elementary, Pierre School Dist.
Date: 9/17/2018
Time: 10:30am-11:00am

Reflection from prior lesson:

In the prior lesson, we read *No, David!* and began our discussion with character. "Actions" was the topic of the lesson prior. While reading *No, David!*, students identified the actions made by David throughout the story. After an anchor chart and reading *No, David!*, students took turns reading a page, and read *David Gets in Trouble* together. In the You Do portion of the prior lesson, students drew a picture of one of the actions David did in *David Gets in Trouble*. This lesson went well. I attribute the success of the lesson to the anchor story that was used. the *David* book series are at a lower reading level than they can handle, but the purpose and activity of the lesson was challenging for them. The challenge was about the right amount, according to the students. One student had issues with messing around with materials due to boredom. To eliminate this problem, students will turn their materials into the middle of the work table until they are needed.

Lesson Goal(s) / Standards:

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

Lesson Objectives:

After reading the *David* books and learning about character's feelings, students will accurately connect the actions of the character in the illustrations and text to identify David's feelings on a given page in the text.

Materials Needed:

No, David! by David Sherman
David Gets in Trouble by David Sherman
Anchor chart of Actions from prior lesson
Remaining anchor chart
Pencil
Independent Worksheet

Contextual Factors/ Learner Characteristics:

A different guided reading group is only a few feet away, so voice level is of importance in management. This group is the students that scored the highest in the class on the NWEA

Assessments in late August, scoring slightly above level, and considerably higher than the rest of the class. A few of the students in this group have trouble with maintaining attention and are given several prompts to stay on task throughout the school day. On the day of this lesson, the students will need a short explanation, as one of their group members will no longer be in the group. This change may cause some distraction.

A. The Lesson

1. Introduction (5 minutes)

- getting attention
 - Use the class attention technique- I say “Class, class” students respond with “yes, yes” and then I explain what I need them to do immediately.
- relating to past experience and/or knowledge
 - On Friday, we started talking about David. We talked about what an action is and some of his actions in the story. What is an action?
- creating a need to know (related to past knowledge)
 - Now that we have talked about what David *does*, we need to learn about how David feels. Instead of focusing just on the things that people do, we should think about what their feelings are as well.
- sharing objective, in general terms
 - Today we are going to learn about feelings and learn about and decide what David is feeling when he does certain actions.

2. Content Delivery (22 minutes)

Mini Lesson (3 minutes)

What is a feeling?

- “We know that David has actions in the story, just like other characters and just like us. But both we and characters have feelings, too. A feeling is what we feel during an action.” *sharing an example* “I feel proud when the first graders work hard.”
- *calls on a student* “_____ give me an example of a feeling that you feel and the action.” *wait for response*
- “Good! We have certain feelings when we are doing a certain action.”
- While we read the *David* books, think about the types of feelings David might have during the actions in the stories.

Cooperative Learning (10 minutes)

No David!

- Read Aloud- I will reread *No David!* to the students. As I come across the actions we listed on the anchor chart, students will identify the feelings that David feels on that page.
- Potential Questions- *reads page* “On this page we see David. What is his action on this page?” “How do you think David is feeling?”
- I will write responses of feelings on the anchor chart as we come across the matching action.

David Gets in Trouble

- Read Aloud- “This time, you come up with the feelings on your own. You can share what you think when we talk about them. As I read the story, think about

how David might be feeling when he does the actions in the story. Use the pictures and the words to determine his feelings.”

- I will reread *David Gets in Trouble* to the students.
- Potential Questions- “I see on this page, David is doing _____. How do you think he is feeling on this page?” “What is his feeling on this page?” “What about his parents? How do you think they are feeling when David gets in trouble again?”

Independent Practice (7 minutes)

- Now that we have read the story together, students will be given this time to show me what they have learned about feelings and relate them to David.
- “We have learned about some of the things *David does in David Gets in Trouble*. We also talked about what he is feeling when he does those things. Now you are going to tell me what he is feeling.”
- “In the square you are going to draw me a quick sketch of an action that David does in the story. You can pick which action you want to draw. Once you have drawn the action, answer this question: How did David feel when he did this? You are going to write a sentence about how he felt. Your sentence should look like this: David felt _____.”
- Students will be given independent time to work, while I observe and assist students where needed.

3. Closure (3 minutes)

Share

- Each student will read their sentence and show their paper to the group. They will share by telling us which action they chose to draw, and read their sentence which tells us how David felt.

Review importance

- “Now that we have talked about how David feels, we see David in a different way. Before when you read about David, you only thought about the weird things he did. Instead of focusing just on the things that people do, we should think about what their feelings are as well.”

Prep for Transition to whole group

- “Keep in mind the other groups coming back into the room. I need you to push your chairs in, leave your sheets on the table, and return to your sheet with a marshmallow in your mouth. When I say rule one, you say follow directions quickly.” “Rule one”
*students respond with *follow directions quickly**

B. Assessments Used

Preassessment - review of prior knowledge

- Were students able to recall what an action is?
- Can students identify actions they remembered from the story?

Teacher observation during activity

- Did students need prompting to discover every feeling connected to the action?
- Were students engaged in activity and participating as expected?

Independent Worksheet

- Were students able to connect the feeling David felt in the particular action that the student chose to draw?

C. Differentiated Instruction

The differentiation for students was done prior to the lesson, as this is a guided reading group, of the four highest test-scoring students in the class. There is a student that has issues with attitude when unsure of where to start. This student will be given an independent worksheet that has the words "David felt _____. ", where the rest of the students will write the entire sentence.

D. Resources

No, David! by David Sherman

David Gets in Trouble by David Sherman

www.readworks.org

Name: _____



How did David feel when
he did this?
