

Fitchburg State College Lesson Plan Form T-8B (3/5/09 Revised Draft)

Name of Pre-Practicum/Practicum Student: Katie Smith Date of Lesson: 3/26/09 Location/School: Rainbow Elementary School

Age/Grade Level of Students: 1 Supervising Practitioner: Mrs. Hall

Lesson Focus: Reading Comprehension

Essential Questions or Goal and Rationale: (1) Students will learn to make predictions based on a story and to determine the accuracy of their predictions (2) Students will learn to retell a story with the correct sequence of events; Good readers make predictions about a story and can retell a story.

State Framework(s): General Standard 8: Understanding a Text. 8.6: Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why. 8.7: Retell a story's beginning, middle, and end

Connections Across the Curriculum: Not applicable

Objective(s)	Assessment	Materials	Outline of the Lesson
<u>While listening to the story <i>Busiest Fire Fighters Ever!</i> and when prompted by the teacher to tell what they think will happen next in the story (conditions), students will state a</u>	Formative: The teacher will listen while students make predictions to determine if students are making logical predictions about what will happen after Mr. Frumble sees smoke.	The book <i>Busiest Fire Fighters Ever!</i> Packets of 6 randomly placed illustrations from the book (i.e., one packet for each student).	5 minutes Students will sit on the carpet in two semi-circles facing the teacher. Students who have more difficulty remaining on task and/or students who might have more difficulty acquiring new skills will be seated in the front and at the center. Students will be told that today they will get to hear a really good story about some firefighters. Students will be asked to tell the friend next to them what firefighters do. The teacher will confirm that firefighters put out fires and help people who are in trouble because of fires.

<p><u>prediction</u> (<i>behavior</i>) that <u>fits within the context of the story</u> (<i>criterion</i>).</p> <p>After listening to more of the story “<i>Busiest Fire Fighters Ever!</i>” read aloud and when prompted by the teacher to say and explain whether their predictions were right, students will correctly explain the accuracy of their predictions.</p> <p>After listening to the story “<i>Busiest Fire Fighters</i></p>	<p>The teacher will listen while students evaluate their predictions by stating whether it was correct and explaining why.</p> <p>The teacher will observe as students put the six illustrations from the story in order.</p> <p>Summative:</p> <p>No summative evaluation will occur during this lesson: Further practice with predictions and sequencing will occur across the next few lessons before a summative</p>		<p>Students will be asked by a show of hands whether they have ever seen a firefighter and to volunteer to share their stories if they want to.</p> <p>A few volunteers will be called upon to share their stories.</p> <p>15 minutes</p> <p>The teacher will tell students that they will be making predictions, or saying what they think will happen next in the story. Also students should listen carefully to the order of events in the story because they will be working on this after the story is read.</p> <p>The teacher will begin reading the story <i>Busiest Fire Fighters Ever!</i> aloud and will show students the pictures.</p> <p>When the teacher gets to the part where “Mr. Frumble sees smoke rising in the garden next door” the teacher will model prediction making by thinking aloud: Specifically, the teacher will say “Hmm...I wonder what will happen next in the story. Maybe Mr. Frumble will get scared and run away! I would be scared if I saw smoke! At the same time Mr. Frumble is probably worried about the people next door. Maybe he will go over to help them or maybe he will call the fire fighters to come help. I bet the fire fighters will be able to help.”</p> <p>Students will then be asked to tell the friend next to them what they think might happen next in the story.</p> <p>The teacher will tell students to be ready with their answer because a few students will be asked to share.</p> <p>The teacher will carefully listen in on students, especially those who may have difficulty responding; support will be provided as needed.</p>
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<p><i>Ever!</i>” and given six illustrations from the story in random order with directions to put the pictures in the order of the story, students will put the pictures in order according to the timeline of the story with no errors.</p>	<p>evaluation is given.</p>	<p>The teacher will call on a few students (at random) to share their responses.</p> <p>The teacher will continue reading aloud and showing pictures.</p> <p>After reading the page where the fire gets put out, the teacher will model how to determine and explain the accuracy of the predictions made: Specifically, the teacher will say “Well, I was right about Mr. Frumble calling on the fire fighters, and I was right about the fire fighters coming to help. Really, though, they didn’t need to come because the smoke was coming from a BBQ!”</p> <p>Next students will be asked to again turn to their friend and to say whether they were right about what <i>they</i> thought would happen and to explain why.</p> <p>The teacher will tell students to be ready with their answer because a few students will be asked to share.</p> <p>The teacher will carefully listen in on students, especially those who may have difficulty responding; support will be provided as needed.</p> <p>The teacher will call on a few students (at random) to share their responses.</p> <p>The teacher will finish reading the story aloud and showing pictures.</p> <p>3 minutes</p> <p>The teacher will explain that when they go back to their seats students will be asked to put a set of pictures from the story in the order in which they happened in the story.</p> <p>The teacher will demonstrate how to put pictures in order using two illustrations from the story as an example.</p>
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		<p>2minutes</p> <p>Students will return to their seats where six illustrations from the story have been placed in random order.</p> <p>10 minutes</p> <p>Students will place the pictures in order while the teacher circulates to provide feedback, support, and modeling as needed.</p> <p>Students who have difficulty placing the pictures in order may look back at the book.</p> <p>Students who (accurately) finish putting the pictures in order early will be asked to pair up and to take turns retelling the story in their own words using the pictures as a guide.</p> <p>2 minutes</p> <p>The teacher will close the lesson by explaining that in the coming lessons students will have many chances to listen to stories and to say what they think will happen next, to check if they were correct, and to retell the story in order.</p>
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