Rebecca Burleson

Reading Grade 1, Primary ALS

8:50-9:50am

STAR Key Question:

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| **Question:** How do plants change as they grow?  **Skills**:   * Make and Confirm Predictions * RL.1.3. Describe characters, settings, and major events in a story, using key details. (Key Ideas and Details) * RL.1.2 Ask and answer questions about key details in a text. * RF.1.2Demonstrate understanding of spoken words, syllables, and sounds (phonemes). * W.K.1 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book. |

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| **Explore**:  Students will be working in three groups to guess or predict what I have in my “mystery box.” Each group will be provided four pictures, one being the item in my box: a blue crayon. To help make these predictions, I will provide them with three clues to lead them to the blue crayon.   1. We use it at school. 2. It is blue. 3. We use it to color.   These clues will help them use what they know to make a good prediction about what is in my box. When each group of students has made their prediction, they will place the picture they choose in my mystery box. As a class, I will share some of our predictions before showing them the blue crayon.  **Explain**:  First, I will explain to students that these guesses they were making are called predictions. Together we will define what a prediction is and how we use what we know to make a prediction. We will discuss how we use our book, the pictures, and the words, to help us make predictions about what will happen next. I will explain to students that they will be making predictions today as we read a story about plants and how they grow. We will brainstorm ideas and predictions for our essential question, “How do plants change as they grow?”  Next, students will get into their two reading groups.  Group 1:  I will take each group to begin reading, *Mystery Vine*. Students will do a picture walk through the story and will start making predictions on what we think will happen in the book. We will begin reading *Mystery Vine* and I will model how to make a prediction after the first two pages. Students will practice making two more predictions throughout the book. We will not finish the book today; students will make a prediction and we will go back to confirm our predictions tomorrow as we finish the book.  Last, this group will work with Ms. Sarah to complete the assessment. They will read a short passage about a boy who makes a snowman. Using what they know from the story, the students will have to draw a picture or write a sentence about what they predict will happen at the end of the story. When both groups are finished, we will go back as a class and finish the passage to see if our predictions were correct. If they are finished early, the group will read a short story, *Watch Out* and identify character and setting, story elements we are working on each week.    Group 2:  This group will begin with Ms. Sarah. She will work on the story, *On My Way to School,* a familiar story, to practice sequencing beginning, middle, and end. First, they will sequence pictures from the story on our first, next, finally mats. Next, they will create a flipbook from the story to show the beginning, middle, and end. They can choose to draw, write, or glue the pictures that they sequenced into their flipbook to show their work, depending on their independent and instructional levels.  When the groups switch, I will take this group to the carpet to begin, *Mystery Vine.* Students will do a picture walk through the story and will start making predictions on what we think will happen in the book. I will model how to make predictions using our picture walk and the first pages of the book. Students will practice making one to two predictions in our small group, We will not complete the book; we will come back to the book tomorrow to practice making more predictions and see if our predictions are correct.  Last, these students will complete the assessment with me. I will provide prediction choices to help them make good predictions, using what they know from the story. When both groups are finished, we will go back as a class and finish the passage to see if our predictions were correct. We will discuss what we did today and how we make good predictions (using what we know from the book by looking at the pictures and the words). |

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| **Explore**:  Students are placed in groups that are heterogeneous to provide struggling students more support within their group of peers. They are provided with picture choices to help make a good prediction rather than coming up with all of the information on their own.  **Explain:**  Color and picture supports are provided to all students. Students will be split into two groups to complete the lesson to provide less distraction to themselves and other students. Some students have hand over hand writing supports or highlighter tracing supports. Other students can copy down the sentence that they orally provide to either me or Miss Sarah. Students also have the choice to draw, write, or glue parts of their flipbook depending on their independent and instructional levels.  **Assessment:**  Group 2 is provided prediction choices for their assessment. They will use what they know from the book to make a prediction from the three choices that are given.  For one particular student, his assessment is to match the pictures from the story to the pictures on his assessment paper. He is working on pointing and identifying characters and pictures from the story. |

Assessment:

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| They will read a short passage about a boy who makes a snowman. Using what they know from the story, the students will have to draw a picture or write a sentence about what they predict will happen at the end of the story. For a couple of students in need of more support, we will provide prediction choices to help them brainstorm ideas. They can choose one of these predictions for the story, or they may come up with their own. When both groups are finished, we will go back as a class and finish the passage to see if our predictions were correct. |