

**Read Aloud Lesson Plan**  
**Date: Thursday, February 25, 2021**

<b>Grade: First</b>		<b>Subject: Reading – Language Arts</b>	
<b>Materials: book – “Franklin and the Tooth Fairy” by Paulette Bourgeois and Brenda Clark</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> <b>Discussion/Debate</b> <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> <b>Other (list)</b> <b>Read Aloud</b>		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <b>1.RI.1 Ask and answer questions about key/supporting details in a text.</b> <b>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b>		<b>Differentiation</b> <b>Below Proficiency:</b> NA <b>Above Proficiency:</b> NA <b>Approaching/Emerging Proficiency:</b> NA <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: Show book during read aloud.</li> <li>• Auditory: Students listen to book read aloud by teacher.</li> <li>• Kinesthetic: NA</li> <li>• Tactile: NA</li> </ul>	
<b>Objective(s)</b> By the end of the lesson, students will be able to understand a story read to them by answering clarifying questions and asking clarifying questions about the supporting details.  <b>Bloom’s Taxonomy Cognitive Level: Understanding</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students are sitting in their desk spots during read aloud.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will raise their hand when answering a question. During turn in talks, students use a level 1 or 2 voice level, so only their thinking partner can hear them.	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> Franklin book		
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> So today First graders we are going to read a new book about Franklin the turtle and if you like this, this is a series and there are many Franklin books.		
<b>2</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Students are sitting in their desks. Students raise their hand if they want to answer a question. No new vocabulary but I thought they would not know who Franklin was, so I mentioned he was a turtle and there were many other books about him.		
<b>20</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> During the read aloud I will ask questions along the way to check for comprehension and to keep the students engaged.  <b>Question Ideas:</b> <ul style="list-style-type: none"> <li>o What is the author trying to tell us?</li> <li>o What is the lesson?</li> <li>o Did Franklin get a present from the tooth fairy?</li> <li>o What present does the tooth fairy leave under your pillow?</li> <li>o Why did the author say “bear scratched his head, fox switched his tail and the rabbit twitched? “</li> <li>o Have you ever wondered what the tooth fairy does with your teeth?</li> <li>o Did you know turtles do not have teeth?</li> <li>o Why do you think Franklin thought it was terrible that Bear lost his tooth?</li> <li>o I wonder what Franklin thought was different about him and bear?</li> <li>o Will the tooth fairy visit Franklin if he does not have any teeth?</li> </ul>		

**Read Aloud Lesson Plan**  
**Date: Thursday, February 25, 2021**

5	<p><b>Review (wrap up and transition to next activity):</b>  <b>Ask questions at the end of the book for clarifying thoughts.</b></p> <ul style="list-style-type: none"> <li>➤ Questions to ask:</li> <li>➤ Did you know that you lose your teeth are a part of growing up?</li> <li>➤ What do you think Franklin learned from the situation of him not having teeth and his friend Bear does?</li> </ul>	
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student's learning?)</li> </ul> <p>Through observation, of turn in talks, I will take note of who is answering the questions. During whole group discussion, as I ask questions, during read aloud and take mental note of students who are answering correctly and who is struggling.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>No summative assessment. Although, teacher could have the students read a story and write down questions of their own to ask about the story to help them better understand the context.</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>I believe the students understood the lesson because they were engaged and by answering the questions and giving comments at certain times during the story. I think the lesson was medium it was not too easy or not too difficult; I could have asked harder questions to challenge them. The students did not have any problems. The outcome for the students was that they learned that turtles do not have teeth and that our teeth fall out and we get new ones because we are growing up.</p> <p>The read aloud lasted the right amount of time and I was watching the clock for this one. I feel like I had a good pace for the lesson. The whole class was able to share comments or answer the questions I had asked. I had reminded them to raise their hand before answering the question. I gave some students reminders to sit in their spots and listen but for the most part everyone was sitting quietly unless I asked a question. Yes, I tried to vary my calling on students and tried to pick new ones, some did not raise their hand to answer a question. I seemed to be aware of how the students were engaged and gave little reminders to those who were not.</p> <p>I feel like the read aloud went well, I really liked that I choose this book because it related to the students because they are still losing their teeth and they liked sharing what they received from the tooth fairy. I learned that some students knew who Franklin was and even had some of the books at home.</p>		

*Amy Steiner*

