Initial Lesson Plan

Goals/Objectives

Formation of Storyboard sequence. Ability to form summary sentences from student-sequenced storyboard. Basic understanding of beginning, middle and end of story sequence.

Standards and Assessment Anchors

CCSS.ELA-LITERACY.RL.1.1 – Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2 – retell stories including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3 – Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-LITERACY.RL.1.7 – Use illustrations and details in a story to describe its characters, setting or events.

CCSS.ELA-LITERACY.W.1.3 – Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-LITERACY.SL.1.1 (and subsections) – Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL. 1.6 – Produce complete sentence when appropriate to task and situation.

Materials and Preparation

* *The Three Little Pigs* by Yuri Salzman
* *The True Story of the Three Little Pigs* by Jon Scieszka
* Create storyboard of Traditional Three Little Pigs (with images and text), make three copies
	+ Paper handouts
* Create larger storyboard of Scieszka’s Three Little Pigs (just images)
* Create skeleton Beginning, Middle, End chart (Just titles - will be filled in by images from Scieszka storyboard and text written by students)
	+ Chart Paper
* Post-its
* Seven pencils
* Eraser(s)
* Sharpie
* Tape/Magnet/adhesive of some sort

Classroom Arrangement and Management Issues

The classroom to be used is the first floor conference room with small round table, surrounded by four wooden chairs. There are additional chairs with wheels in the room, with a large white wall (that will be used to place charts). We chose this room because it is readily available – it is rarely used, resulting in less interruption. Students will come to the room with Celeste, Sam, or Daylan – materials and paper will be placed in the room ahead of time. We will place a sign on the door stating a lesson is in progress and to please not interrupt. A possible management concern are the chairs with wheels: will students be able to focus on the lesson with the temptation of wheeling.

Prior to starting lesson, we will go over/elicit from students behavior expectations in small group lesson. These include hand signals (i.e. the appropriate way to raise your hand if a student has a comment and/or question) and demonstrating active participation (eye contact, appropriate body position).

Plan

1. Pre-lesson – Read *The Three Little Pigs*, traditional version (whole group) – prior to small group lesson
2. Mini-Lesson - Sequence *The Three Little Pigs* – Students sequence images (in pairs with the text attached to image) - creating 3 separate storyboards, one for each pair. Quickly review order made by pairs of *The Three Little Pigs.*
	1. Straw house – Blows down
	2. Stick House – Blows down
	3. Brick house – Wolf can’t blow down
	4. Wolf climbs down chimney, into pot of soup
	5. Pigs eat the wolf
	6. Wolf Bad, pigs good
3. Read aloud - alternative story *The True Story of the 3 Little Pigs!*, Scieszca
4. Sequence Scieszca version – (whole group, form story board, using images without text)
	1. Wolf needs sugar (for grandma’s cake)
		1. Has a cold.
	2. Straw house – sneezes down
	3. Stick house – sneezes down
	4. Brick House
		1. Pig is impolite
		2. Wolf tries to break down door (making a real scene)
	5. Wolf gets arrested (Newspaper headline)
5. Write student generated sentences on post-its and place under sequenced images.
6. Place/Organize images from Scieszka storyboard onto Beginning, Middle, End chart
7. Have students write Summary sentences on sentence strips, then add strips to Beginning, Middle, End chart.
8. If finished early: Sequence Comparison
	1. What’s different about each part of sequence
	2. Cause and effect -
		1. How are they different?
		2. How are they the same?
		3. Why are they different?
		4. The sequences are similar, but the stories are very different. What makes this difference possible?
			1. Different narration (different narration).

Assessment of the Goals/Objectives

Student assessment will be based on their ability to summarize the previously sequenced storyboard pieces (sentences + image) into beginning, middle and end sentences. Evidence of student learning will be the discussion of and collaboration of ideas and synthesis of narrative in a group setting.

All data will be collected through the sequencing of the storyboard, formation of a shared writing chart, creation of sentence strips, and through informal observation. Ultimately, the visual representation of the lesson will assess student understanding and will be a tool for future reference.

Anticipating Students’ Responses and Your Possible Responses

1. Management Issues
	1. Students not using established discussion protocol
		1. Hand raising
		2. Listening
		3. Actively participating
		4. Rude language, inappropriate responses to peer comments
2. Students’ Response to content of the lesson
	1. Lack of interest
	2. Boredom
	3. Desire to return to classroom (especially if missed period is desirable content)
3. Teacher Responses
	1. Reminders given if students do not follow pre-established behavior norms

Accommodations

1. Accommodations for students who may find the material too challenging
	1. Working in pairs and/or group, no individual work taking place.
	2. Giving student(s) copy of text to examine more closely.
2. Accommodations for students who may need greater challenge and/or finish early?
	1. Discussion of Similarities and Differences
		1. Compare sequences (in case leftover time).