



Teacher: Miss Miranda

Subject: Literacy / Grade Level: 1st grade

SDTR Lesson Planning Template- CalTPA 2 Lesson 1

CONTEXT

Provide brief context for the lesson. How and where does it fit within a unit or project? What happened the day before, and what will happen the day after? Who are the learners? How long will the lesson last?

This reading lesson will introduce the academic language that will be used in our next writing assignment, figurative writing on the topic of emotions. It will also guide students in using illustrations and details in a story to describe the key ideas in a story.

This lesson will launch our unit on narrative writing. We have just completed our unit on opinion writing. They have already been using transition words and understand paragraph structure.

During this lesson there will be various learning modalities; teacher-led, student-led, whole group, small group, pairs, and individual. The learners are 1st grade students, who are 6-7 years old. The group make-up includes ten students, 5 boys and 5 girls. One student in the group has an IEP and there are two English language learners. The lesson will last approximately 45 minutes.

STANDARDS

If applicable, provide specific standards that the lesson will target. Indicate if the standard is being introduced (I), practiced (P), or assessed (A) in this lesson. Possible standards frameworks: CA [CCSS](#), [NGSS](#), [ELD](#), and/or [Learning for Justice](#).

1.W.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.

ELD.P1.1.5 Listening actively to spoken English in a range of social and academic contexts

ELD.P1.1.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics

GOALS

What are your goals for the activity? Specifically, by the end of the lesson, what will students know, feel, understand, and/or be able to do?

Students will understand how to use illustrations and details within a story to describe the key ideas.

Students will feel connected to the story and curious about what will happen.

Students will be able to identify the emotions the characters are feeling.

ANTICIPATORY PLANNING



What prior knowledge, ideas, and misconceptions might students bring into this lesson? How can you proactively address or frame these misconceptions? How will you respond if students share harmful misconceptions?

I anticipate that my students may identify multiple emotions they are feeling about the prompt, but that may not necessarily match the facial expression they stood near. I plan to simply ask them whether that emotion matches that face, and then ask them if there is another face that matches that emotion.

A misconception I predict may arise is that they could believe that all individuals would feel the same thing as them. To address this, I picked prompts that could elicit different feelings and then commented on how different people can feel differently.

MATERIALS & PREP

What materials will you need to prepare ahead of time? How will the room be set up? What other logistical considerations do you want to plan for? Provide links to documents and/or slides if applicable.

- **Slideshow Presentation**
https://www.canva.com/design/DAFdbtN8JS4/hxWc2UPa1W5E3hwJ5nVc9w/view?utm_content=DAFdbtN8JS4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- **Cut out faces showing different emotions**
<https://docs.google.com/document/d/1mOWRvfTogVDjec-nswu64c4nebAGUZN69kvC2P2Qc3g/edit?usp=sharing>
- **Different colored poster paper to put behind faces**
- **Book “The Invisible Boy”**
- **Marker**

PROCEDURE

Please provide specific descriptions of all activities, including what the teacher(s) will be saying and doing and what the students will be doing. *Remember that the person doing the doing & talking is the one doing the learning!*

Launch: How will the teacher spark curiosity, get students actively engaged in lesson-related content right away, and/or help students understand the *purpose* of what they will be doing during the lesson?

I plan to begin the lesson by letting students know the learning goal for the lesson. That we will identify the emotions we feel in different events, and what the facial expressions look like. With this information we then will be able to figure out how characters in a story are feeling based on the illustrations. Then I will present the slideshow with prompts such as “How would you feel if you dropped your ice cream cone?” The students will then move around the room to stand near the poster (with expressive face) that matches the emotion they would feel. Then, they will share out the feeling and I will write the feelings onto the poster. Then the students will identify how they knew that the face matched the feeling.



Explore: How will students engage in the “meat” of the lesson? What will students be doing in order to move toward the learning goals? How will you be supporting them?

I will read aloud the book “The Invisible Boy.” As I read, I will pause at points in the book to ask prompting questions to the students. For example, “How do you think Brian is feeling?” “How do you know that Brian is sad here?”

Drop your anchor: How will students synthesize, share their learning with each other and/or with the teacher, and make connections to future lessons?

After reading the story, we will identify the feelings Brian had (to match our posters). We will also have a conversation about why it is important to include others, and identify things that we can do at recess to help others go from feeling sad, to feeling happy.

CLASSROOM MANAGEMENT & SUPPORTS

How will you proactively help students to envision the behaviors that will make each part of this lesson go smoothly? How and when do you anticipate needing to remind students to honor community agreements?

In our classroom, we have our class created norms on display on a poster. I plan to emphasize important norms as reminders throughout the lesson, i.e. “Remember, we need to use kind words”

DIFFERENTIATION/ACCOMMODATION

How might you provide multiple means of representation, multiple means of expression, and multiple means of engagement? Consider how you will meet the needs of three specific focus students, labeled below.

Special Needs / IEP: During my lesson I will provide multiple opportunities for engagement for the students to help keep them interested and participating in the lesson. There will be opportunities for movement during the lesson. Additionally, there will be visual anchor charts with the emotions we identified as a class.

Emerging Bilingual: I will have visual anchor charts with the emotions we identified as a class with both the words and images.

Ready for challenge: There are questions I will ask that promote deeper thinking within the lesson.

INFORMAL ASSESSMENT

How will you assess students’ thinking throughout the lesson? What are key moments to check for understanding?

Throughout the lesson, I will be monitoring which students are sharing out and how they are doing with understanding the material. There are opportunities for the students to speak out as we identify the emotions we would feel, as well as opportunities to silently engage by moving their body to the matching emotion. Additionally, they will be able to respond during the discussion of the book while we read and after.

ASSESSMENT



How will you know if your students met the goals of the lesson? What artifacts of student work will you collect and why?

The artifact I will be collecting is the posters with the academic language of emotions we co created as a class.