

**Baker College**  
**Teacher Prep Lesson Plan Format**

Subject Area & Grade Level: English Language Arts - Grade 1		Lesson Duration: 45-50 minutes	
<p><b>Lesson Goal:</b> What do we want students to learn?</p> <p>Students will write a personal narrative with clear beginning, middle, and end using story grammar charts, mentor texts, transition word anchor charts, sentence frames, and planning webs to organize ideas and develop story structure with appropriate sequencing.</p>	<p><b>Assessment:</b> How will we know they have learned it? (see guide)</p> <p><input checked="" type="checkbox"/> <b>Diagnostic/Pre-Assessment:</b></p> <ul style="list-style-type: none"> <li>Picture walk during Owl Moon, oral partner sharing about family event to gauge sequencing ability</li> </ul> <p><input checked="" type="checkbox"/> <b>Formative:</b></p> <ul style="list-style-type: none"> <li>Story grammar chart observation with anecdotal notes and Think-Pair-Share monitoring</li> </ul> <p><input checked="" type="checkbox"/> <b>Self-Assessment:</b></p> <ul style="list-style-type: none"> <li>Visual checklist with icons and colored stickers for beginning, green, middle, yellow, end, red</li> </ul> <p><input checked="" type="checkbox"/> <b>Exit Ticket/Summative:</b></p> <ul style="list-style-type: none"> <li>Students will draw and write one sentence about a favorite story part</li> </ul>	<p><b>Intervention:</b> What will we do if they don't learn it? (see guide)</p> <p><input checked="" type="checkbox"/> Tiered instruction (Tier II) - small group reteaching <input checked="" type="checkbox"/> Small group - physical sequence cards <input checked="" type="checkbox"/> 1-on-1 conferencing <input checked="" type="checkbox"/> Re-teach differently - kinesthetic storytelling (act out with movements), oral circle</p>	<p><b>Enrichment:</b> What will we do if they already know it? (see guide)</p> <p><input checked="" type="checkbox"/> Choice boards (add dialogue, illustrations, sequel, comic strip) <input checked="" type="checkbox"/> Independent projects (multi-page book, audio recording) <input checked="" type="checkbox"/> Advanced mentor texts <input checked="" type="checkbox"/> Writing journals <input checked="" type="checkbox"/> Peer tutoring/reading buddies <input checked="" type="checkbox"/> Story sequencing games</p>

State Standards:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
Cited from Michigan Department of Education (n.d.) on page 15.
- Know and apply grade-level phonics and word analysis skills in decoding words.  
Cited from Michigan Department of Education (n.d.) on page 16.

Learning Objective:

Students will:

1. Use story grammar chart to plan narrative with characters, setting, beginning, middle, end
2. Write 3+ sequenced sentences using transition words with sentence frame support
3. Orally share narrative plan with peer using complete sentences

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**Materials:**

Whole Group:

- The book Owl Moon by Jane Yolen and large anchor charts for story grammar and transition words

Individual:

- Story grammar chart (differentiated versions), sentence frame cards (color-coded: green "First, I \_\_," yellow "Next, \_\_," red "Finally, \_\_"), writing paper with illustration box, picture prompts (8 family activities), colored pencils, self-assessment checklist, and index cards

Differentiation:

- Bilingual word banks (English/Spanish, English/Arabic), audio recording devices, large-font frames (18pt), colored overlays, visual timer, fidget tools, work carrels, visual schedule cards, noise-canceling headphones, extension cards, simplified 3-box maps, pre-filled sentences

Technology:

- Writer word prediction software and a digital timer on SmartBoard

**Select your learning strategy:**

- ☒ Direct Teach
- ☒ Demonstration
- ☐ Cooperative Learning
- ☒ Differentiation
- ☐ Discovery/Inquiry-Based Learning
- ☐ Project-Based Learning
- ☒ Reading/Writing/Math Workshop
- ☐ Other

**Activities Planned:** ☐ Active (Students are active participants in learning)  
☐ Passive (Teacher led lecture/demonstration)  
☒ Both

**Lesson Delivery Steps:**

**Phase 1: Hook & Mentor Text (8 min)**

**Opening:** "Today we'll write stories about special family times—like real authors!"

**Read-Aloud with Pauses:** Display Owl Moon and pause to identify the beginning, setting, middle, action, and end, resolution. "Jane Yolen wrote about her memory. You will write about yours!"

**Scaffolding from Part 6a:** Mentor text with clear narrative structure that abides by the narrative writing definition noted by Tompkins et al. (2021) on page 341 and the table from Part 6a located at column first grade and first row of narrative writing section.

### **Differentiation During This Step:**

- EL - preview vocabulary with pictures
  - ASD - visual schedule "Step 1: Story time"
  - ADHD - fidget tools, strategic seating
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### **Phase 2: Explicit Instruction & Modeling (12 min)**

**Introduce Story Grammar Chart (3 min):** Display the chart titled WHO, WHERE/WHEN, and the beginning green box, middle yellow box, and red end box for the start, middle and end process for formulating any narrative story.

**Teacher Think-Aloud (7 min):** Model planning a story about an apple orchard with niece Sophia. Fill each section while verbalizing the thinking process. Show how to extract the who, where, and when.

**Transition Words (2 min):** Display the anchor chart FIRST, THEN/NEXT, FINALLY. Model drafting with sentence frames: "First, I went to the apple orchard with Sophia. Next, we rode on a bumpy hay ride. Finally, we made yummy applesauce at home."

#### **Scaffolds from Part 6a:**

- Story grammar charts
- Mentor texts, transition words
- Teacher modeling
- This can be cited from the column grade 1 and the first row for narrative writing type

### **Differentiation During This Step:**

- Visual learners - use color-coding
  - Dyslexia - use graphic organizers with color sections
  - EL - Use slower pace, cognates
  - Gifted - use note descriptive words
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### **Phase 3: Guided Practice (15 min)**

**Task Introduction (2 min):** "Plan your story about a special family time." Show picture prompts for inspiration.

**Think-Pair-Share (3 min):** Partners tell story ideas, help identify WHO, WHERE, sequence. Monitor for struggling students.

**Individual Planning (10 min):** Distribute differentiated charts. Circulate with conferencing questions: "Who was there? What happened first, then next, and at the end? Can you add detail?"

#### **Flexible Grouping During This Phase:**

- Tier 1: Independent with standard chart
- Tier 2: Teacher-led small group
- Tier 3: 1-on-1 student groups

#### **Differentiation from Part 6a:**

- **EL:** Bilingual word banks, fluent peer pairing, home language planning
  - **Dyslexia:** Color-coded organizers, word prediction software, audio recording option, manipulatives
  - **ADHD:** Fidget tools, visual timer, chunked tasks, flexible seating
  - **ASD:** Visual schedules, preferred topics, concrete examples, headphones
  - **Gifted:** Figurative language, varied structures, multiple perspectives, extension cards
  - **Low Proficiency:** Somebody-Wanted-But-So-Then framework, 3-box maps, picture choices, drawing/labeling, teacher scribing
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### **Phase 4: Independent Writing (10 min)**

Students draft narratives using completed charts and sentence frames.

Alternative starters are displayed: "One day... Last week... Then... After that... At the end..."

This creates the use of practices that abide by state standards.

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Cited from Michigan Department of Education (n.d.) on page 15.
- Know and apply grade-level phonics and word analysis skills in decoding words. Cited from Michigan Department of Education (n.d.) on page 16.

**Teacher:** Continue conferences, provide immediate feedback, document observations

**Differentiation During This Instruction:**

- EL - can use vocabulary lists
  - collaborative partners
  - picture dictionary
  - Dyslexia - can use typed drafts with word prediction
  - Speech-to-text
  - larger-font paper
  - ADHD - can have movement break
  - ASD - can have structured templates and a quiet corner option
  - Gifted - have 4-5 sentences, dialogue, and sensory details
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**Phase 5: Closure & Sharing (5 min)**

**Present (3 min):** 3 volunteers share their independent writing by identifying the story parts in their narrative story.

**Exit Ticket & Self-Assessment (2 min):** The checklist for self assessing with stickers is complete and an index card with favorite part drawn or written is as well.

**Core Teaching Practices addressed in your lesson (check all that apply): (from MDE CTPs)**

- ☒ Leading a group discussion (CTP #1)
- ☒ Explaining and modeling content, practices, and strategies (CTP #2)
- ☒ Eliciting and interpreting individual students' thinking (CTP #3)
- ☒ Building respectful relationships with students (CTP #10)
- ☒ Check for Understanding (CTP #15)

**Real-world connections including attention to English language learners and culturally and historically responsive practices (diversity, inclusion, equity, and social justice):**

The lesson is centered around student lived experiences, or made-up ones, and honors diverse backgrounds, and it builds real world connections to the narrative writing style through the possible integration of real-world stories. The lesson connects made up or actual lived stories through a narrative to real word connections that can be culturally responsive. The lesson also adheres to culturally responsive practices.

**Technology tools (listed):**

**Assistive:** speech-to-text and text-to-speech

**For Teacher:** Digital conferencing notes and a tablet for anecdotal records

**Collaboration opportunities (list all that are included whole group, small group, partnerships, building resource personnel i.e., school social worker, special educators, parents, etc...):**

**Whole Group:** Read-aloud and shared chart construction

**Partnerships:** Think-Pair-Share, peer conferencing, buddy writing or one on one

**Small Group:** Tier 2 intervention, guided writing

## Lesson Plan Guide

**Assessment:** Used to gather information about a student's progress towards mastery of the learning objective, help the teacher identify what instruction is working well and what needs refinement, and informs the students about their learning.

Options to consider

- ☐ ☒ Diagnostic/Pre-Assessment – Used to check prior knowledge **before** a lesson
- ☐ ☒ Self-Assessment (Writing Prompts, Running Records, Performance Task, Other)

- ☐ **X** Formative – Used **during** a lesson to check progress, identify any misconception, and give feedback to students (Learning/Response Log, Admin/Exit Ticket, Think/Pair/Share, One Minute Paper, Other)
- ☐ **X** Summative – Used at the **end** of a lesson to check student mastery of the objective (End of Unit Test, Final Exams or Mid-term Exams, State Tests, Culminating Project, Portfolio, Other)

**Intervention:** How will we respond when they don't learn?

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|--|--|
| <input type="checkbox"/> <b>X</b> Differentiated Instruction                 | <input type="checkbox"/> Referral to Student Support Team  |
| <input type="checkbox"/> Target specific skills                              | <input type="checkbox"/> Graphic organizers                |
| <input type="checkbox"/> Data item analysis                                  | <input type="checkbox"/> Manipulatives                     |
| <input type="checkbox"/> <b>X</b> Leveled materials (below, on level, above) | <input type="checkbox"/> Choice boards                     |
| <input type="checkbox"/> Bloom's Taxonomy                                    | <input type="checkbox"/> Immediate feedback                |
| <input type="checkbox"/> Grade recovery (re-do/correct)                      | <input type="checkbox"/> Flexible grouping                 |
| <input type="checkbox"/> Parent contact                                      | <input type="checkbox"/> Extended responses (math/reading) |
|  | <input type="checkbox"/> Journal/Reading logs              |

#### **Responses to Intervention (RtI)**

- ☐ **X** Small group instruction
- ☐ **X** Tiered group instruction (Tier I, II, III)
- ☐ 1-1
- ☐ Centers (leveled)
- ☐ **X** Re-teach in a different way
- ☐ Modify: backtrack, build background knowledge
- ☐ Tutoring: after or before school, lunch
- ☐ Referral to Student Support Team

**Enrichment:** How will we respond if they already know it?

- ☐ **X** Choice boards
- ☐ Use vocabulary to write sentences
- ☐ Accelerated reader
- ☐ Centers-High level
- ☐ Reading buddies
- ☐ **X** Peer tutoring
- ☐ Enriched-Leveled Reader-Novels
- ☐ **X** Picture/writing journals
- ☐ **X** Independent projects
- ☐ Separate curriculum
- ☐ **X** Games
- ☐ Group leader