

Figure 7.7: Lesson-Design Plan—Language Arts Example

Early Childhood Lesson-Design		
<b>Team:</b> First grade	<b>Unit:</b> Narrative unit	<b>Lesson:</b> Week 3, November 16
<p><b>Lesson standard:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)</p> <p><b>Lesson time:</b> One hour</p> <p><b>Integrating within the lesson:</b> Communication (such as active listening and turn and talk) and relationship skills (such as social engagement and whole-class conversation)</p> <p><b>Integrating beyond the lesson:</b> Offer activities for play (act out a skit that conveys a central message), transition (play a song and ask what the central message is), and writing (draw a picture and describe the central message).</p> <p><b>Assessment:</b> The teacher transcribes whole-class conversation (to analyze for comprehension information as well as conversation skill needs), anecdotal notes during small-group reading, and exit-ticket sticky notes.</p>		
Component	Learning Structure	Lesson Plan Details
<b>Connecting</b> prior knowledge to new concepts and skills (five minutes)	Teacher-led whole group	Review how to: (1) determine what a character learns in a story, and (2) restate that specific lesson as a more global central message. For the second component, refer to an <b>anchor chart</b> with pictures of five book covers you have already read aloud to students.  Show cover of a book new to students, and have them <b>make predictions</b> of what the character might learn based on the title and illustration.
<b>Guiding</b> the learner to new concepts and skills (ten to fifteen minutes)	Teacher-led whole-group and partner learning	Conduct an interactive read-aloud, stopping four times to ask <b>thinking questions</b> that draw students' attention to the book's deeper meaning; have <b>partners turn and talk</b> to share their thoughts.  Conduct a <b>whole-class conversation</b> about what a character learned and how students could restate that learning as a bigger idea or central message.  Add a picture of the cover of the new book to the anchor chart, and write the central message together as <b>shared writing</b> .
<b>Applying</b> new concepts and skills to solve problems (thirty to forty minutes)	Small-group, partner, and independent learning	Challenge students to determine the central message of a book they read independently or with a partner or listened to on the computer during reading workshop. Invite them to add a sticky note with their name to the central-message anchor chart if they find a message to <b>share</b> by the end of reading that day.  Meet with a <b>reading group</b> for twenty minutes and <b>confer</b> with four students individually for the next fifteen minutes, while the rest of the students do two of the following. <ul style="list-style-type: none"> <li>• Read independently.</li> <li>• Read with a partner.</li> <li>• Listen to reading on the computer.</li> <li>• Write a response to their reading focusing on the central message.</li> </ul>
<b>Reflecting</b> on new concepts and skills (five minutes)	Whole-group learning	Allow students who put sticky notes on the anchor chart to share what they discovered about the central message, and encourage someone from the teacher's reading group to <b>share the group's discussion</b> .

Source for standard: NG & CCSSO, 2010a.