## A. OBJECTIVES: (knowledge, attitudes, skills)  “After this lesson each student should be able to . . . .”  [Remember to use observable / measurable terms - strong verbs.]

TSW record and share their thinking as they listen to the book “Flowers” read aloud.

## B. STATE/DISTRICT STANDARDS OR LEARNING TARGETS:

### Language Arts—Grade 1

**Reading: Informational Text**

Key Ideas and Details

1. Ask and answer questions about key details in a text
2. Identify the main topic and retell key details of a text
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text

## C. MULTIPLE INTELLIGENCES: Select one primary (p), one secondary (s) one.

- **P** verbal linguistic
- logical/mathematical
- bodily/kinesthetic
- visual/spatial
- musical/rhythmic
- interpersonal
- naturalistic
- **S** intrapersonal

## D. ESSENTIAL VOCABULARY

- **Seed**—the part of a plant that can grow into a new plant
- **Stem**—the long main part of a plant that makes leaves
- **Fruits**
- **Bud**—a small shoot on a plant that grows into a flower or leaf
- **Pollen**—tiny yellow grains made in flowers
- **Nectar**—a liquid produced in flowers that is eaten by some animals or insects

## E. MATERIALS/EQUIPMENT NEEDED:

- The book “Flowers”
- 19 sheets used for recording thoughts
- Writing utensils
- Equipment used for projected books and papers

## F. LESSON PLANNING OF TEACHING/LEARNING ACTIVITIES: Detail this on page 2.

## G. ASSIGNMENT: (Note any special considerations/adaptations also.)

The students will record their thoughts on the provided sheets as they listen to the book “Flowers” read aloud. They have the option of copying the thinking modeled by the instructor. The codes NL (New Learning), TS (Text to Self connection), TT (Text to Text connection), R (Response), and ? (Question) should be used for each thought recorded.

## H. EVALUATION OF PUPILS: (By student teacher -- did the students learn what I expected them to? How did they demonstrate this? What percentage of the class met my expectations?)

The students were very engaged, and every student recorded at least one thought. Some even moved on to the back side of their thinking sheets. Many shared their thoughts as the story was read.

## I. EVALUATION OF TEACHING/LEARNING: (By student teacher--How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement?)

I thought that I modeled reading and thinking aloud well. The students seemed very engaged and were working hard. The noise level went up a bit as the students were anxious to share their thinking. However, allowing for partner sharing alleviated the noise level and validated the students. In my next lesson plan, I will explicitly state the need for allowing time for the students to share their thoughts with partners, as time does not allow every student to share with the entire class.
LESSON PLANNING OF TEACHING/LEARNING ACTIVITIES
(Note: not all parts are required for all lessons. Rationale must be apparent for a part’s absence.)

- **Anticipatory Set/Set Induction/Introduction**
  Ask the students to pick up a thinking sheet, a clip-board and a pencil, and to sit in their carpet spots. Once the students are settled, show them the front cover of the book “Flowers.” Relate to the previous comprehension lessons by reminding the students that they previously looked at seeds, roots, stems, and leaves. Today, they are reading about flowers.

  **Transition:** State very clear behavior expectations for the students, reminding them what attentive listening and mutual respect looks like in the classroom. Then, remind the students that they can share the thinking modeled for them, or they can record their own.

- **Outline of presentation – steps/strategies/modeling**
  1. Before beginning to read, review the codes the students have been practicing using: ? (Question), R (Response), NL (New Learning), TS (Text to Self Connection), TT (Text to text connection).
  2. Briefly discuss the picture on the front cover. We see a large picture of a flower. We can see details like the different sized petals very easily.
  3. Read the book aloud, pausing to think aloud, and modeling recording thoughts on the thinking sheets. Allow students to share some of their thinking as well as the book is read. Remind the students often that they can record their own thoughts, using questions like “Did you know that?” or “Does that remind you of something you have seen before?” to prompt them.
    1. Model a response on page 6: The buds look like small, pink balls.
    2. Model a question on page 10: What parts of the flower turn into fruit?
    3. Model a text-to-self connection on page 14: The roses remind me of my grandmother’s rose bushes.
    4. Model new learning on page 16: I didn’t know that cauliflower is a flower we eat.

  **Transition:** Comment on the students’ hard work, pulling a few examples to discuss with the class, emphasizing detailed pictures and words.

- **Guided Practice**
  Included in the outline of presentation—the students practice recording their own thinking about the book that is read and are given opportunities to share that thinking with the class. Students who are not yet ready to record their own thinking can borrow the teacher’s thinking.

  **Transition:** Remind the students that they can use these codes at other times as well. Some students may have begun recording their thoughts on post-it-notes during guided reading. Encourage the students to think about asking questions, making connections, giving responses, and looking for new learning every time they read.

- **Independent Practice**
  After they have completed more practice sessions, the students are then given opportunities to practice recording their thinking independently as they read throughout the year.

  **Transition:** Thank the students for their participation. Ask them to place their completed thinking sheets on the table, return their clip-boards to the box, and put away their pencils when told to “go.”

- **Closure:**
  Reflect with the students how much learning occurs when they really think about the books they read. The most important part of listening to and reading stories is focusing on what the story makes you think about. Today, we not only practiced reading and writing, we also thought and learned a lot about flowers and plants!
Name: ____________________

“Post-It” Thinking Sheet