Lesson Plan Template for Owl Moon

<table>
<thead>
<tr>
<th>Name: Fran March</th>
<th>Lesson date: 3/2-3/3</th>
<th>Teaching date: 3/2-3/3</th>
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</thead>
<tbody>
<tr>
<td>Class Location: Room 33, NS</td>
<td>Supervisor: Fran March</td>
<td>Age of children: 6 and 7</td>
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<tr>
<td>Title of Lesson: Tableau for setting in Owl Moon</td>
<td>Estimated lesson time: 30 minutes</td>
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Alaska State Content, Art &/or Cultural Standard: (short statement and cite number from websites)
PRESENT (PR) A student should be able to interpret and share artistic work. The student will generate and conceptualize artistic ideas and work; organize and develop artistic ideas and work; and refine and complete artistic work.

Perform the characters, settings, major events, and problem-solution in a story, play, or poem, using key details. (RL.1.3)

SL.1.1 • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups;

Speaking Can do statement from WIDA, First Grade: Recount by: Perform (Describing) characters or places in picture books.

Lesson Objective(s): Demonstrating understanding of setting using tableau and complete sentences with a frame.

List of materials needed for the lesson: Domain 2: Planning and Preparing

Owl Moon by Jane Yolen and illustrated by John Schoenherr
The Actor’s Toolbox for Tableau by Sean Layne

Procedures: (List step by step what you need to be able to do to accomplish this lesson)
1. Discuss lesson with the students by showing them the “I can…” targets and modeling what each one means using the “I do (teacher demonstrates) We do (Students demonstrate) and You do (A student demonstrates). Review to make sure the students are picturing what each level of the target means and that it is OK to be at any level.
2. Do a Story Walk noticing the pictures in the book, “Owl Moon”. Guide the observations and comments so that students know the setting is the where and when part of the story.
3. Read the story encouraging questions and comments about setting. Take time to investigate the big idea of setting.
4. Reflect on setting in the story
5. Use the Actor’s toolbox as outlined.
Vocabulary words or concepts you might need to teach to help children understand the lesson:
DQ2: Helping Students Interact with New Knowledge

Setting: Where and when a story takes place

Adaptations for children with special needs, learning or language differences to assure as full engagement as possible: DQ9: Communicating High Expectations for All Students; DQ8: Establishing and Maintaining Effective Relationships with Students
Modeling, sentence frames, pictures, small group conversations, assistance with the sequence in planning

Extensions: (What follow up activities, books enrichment that could be sued to extend the learning beyond this lesson?) DQ3: Helping Students Practice and Deepen New Knowledge

Use mentor texts such as Big Al, A Chair for My Mother, and The Paper Bag Princess. Create tableaus with the books. Then, compare settings using a Thinking Chart such as the Double Bubble.

Plans to bring closure, clean up, and completion to lesson: DQ3: 14 Reviewing Content DQ6: Establishing routines

Students will continue to use performance as a way to demonstrate understanding. Students will use complete sentences to explain their performance using sentence frames. Journal writing will reflect on how this instructional opportunity helped them learn about setting.

Assessment /evidence of learning (How will you know if students have met the learning objective?) DQ1: 2 Tracking Student Progress

The Attached “I can..” rubric is designed to give students feedback. However, I am exploring using performance as a way to assess. As students continue to pursue learning, they will mark how their learning changes on a sequence chart from Common Ground remarking on: What was it that changed my thinking? What did I learn? If I could redo the lesson, what would I change? What would I keep?
After lesson reflection: Domain 3: Reflecting on Teaching Elements 51: Lesson Effectiveness 52: Pedagogy

The educator will examine what students have created, written, or comments they have made to determine if the lesson was effective with a peer. The educator will monitor and adjust the lesson through collegial discussion. It is suggested the educator video themselves as they conduct the lesson. This will allow for a more personal reflection that may bring positive changes to instruction.
Performance Scale

PRESENT (PR) A student should be able to interpret and share artistic work. The student will generate and conceptualize artistic ideas and work; organize and develop artistic ideas and work; and refine and complete artistic work.

Can do descriptor: Recount by: Describing characters or places in picture books.

1. I can do little.
   - No attempt to plan or create.
   - No comment or comment unrelated to topic.
   - Does not demonstrate understanding of setting even with an example.

2. I can do some with your help.
   - Attempts to plan and create, but is confused.
   - Uses a phrase in sharing and/or plan that is approximately related to topic.
   - Demonstrates some understanding of setting by filling in the blank after given an example.

3. I can do most of it by myself. I am strong.
   - Plans and creates independently.
   - Uses a full sentence in sharing and plan that is related to the topic.
   - Demonstrates understanding of setting by filling in the blanks of a given sentence without help.