

## Background information:

First grade classroom at Faith Lutheran in Lincoln  
18 students

Several students are challenged by sitting still for long periods of time; whole group instruction is minimal.

My guided reading groups are for her higher-level readers

A smart board is in the classroom but is rarely used

A poetry unit will be introduced the day before I begin my capstone and will continue after I leave until the end of the year.

## Capstone Scoring Criteria Sheet

Name of Concordia Student Teacher Claire McCalman

Subject area Literacy Grade level First

Theme or title of unit Poetry

Unique composition of class 18 students, structured set up

Name and email of mentor teacher Judy Ripke jripke@faithlincoln.org

\_\_\_\_\_/25 Stage 1

\_\_\_\_\_/25 Stage 2, all boxes

\_\_\_\_\_/25 Rubric

\_\_\_\_\_/50 Hook

\_\_\_\_\_/300 3 complete long form lesson plans that include:

- Standard
- Goal
- Objective
- Materials
- Modifications
- Procedure with time allotments
- Assessment (what, tool, what to write in grade book)

\_\_\_\_\_/35 Evidence of student engagement

\_\_\_\_\_/50 Comprehension strategy

What was your specific strategy? *I used questioning throughout, the prompt question in guided reading groups, and acting out the poem in shared reading.*

\_\_\_\_\_/50 Vocabulary strategy

What was your specific strategy? *I used discussion in guided reading groups, and acting out in shared reading*

\_\_\_\_\_/15 List of resources

## + -Stage 1 - Identify Desired Results

### Established Goals:

#### NE State Standards:

LA 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends, LA 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension

G

### What understandings are desired?

#### Overarching:

--Students will understand that authors use their writing to express their ideas.

#### Topical:

--Students will understand that poetry is a form of expression.

--Students will understand that poetry is something that they can use to express themselves.

U

### What essential questions will be considered?

#### Overarching:

--Why do authors write?

#### Topical:

--How do authors use poetry to express what they are thinking?

--How can we use poetry to express what we are thinking?

Q

### What key knowledge and skills will students acquire as a result of this unit?

#### Students will know. . .

Vocabulary from the poem (delight, dainty, pearl, romp, tad, etc.)

That poems can be written in different forms

That writers express themselves through poetry

K

#### Students will be able to. . .

Students will demonstrate an understanding of the deeper meaning of the poem as observed through discussion within the group.

Students will use decoding skills to read higher level words.

Students will demonstrate fluent reading skills when reading the poem aloud.

S

## Stage 2 - Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks\* (summary in GRASPS form):

**T**

**G**-Students will fluently read and understand the poem

**R**-Performer of Poetry

**A**-Other students, parents, myself, Mrs. Ripke, themselves

**S**-Students will use the Guided Reading method to study a poem, discuss the meaning of the poem, and perform the poem in a video recorded readers' theater.

**P**-Readers' Theater will be recorded for others to view.

**S**-Standards in lesson plan

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

**OE**

Teacher will use observation during group discussion to note student understanding of vocabulary in the poem.

Teacher will evaluate student understanding of the meaning and or purpose of the poem through the student response to the prompt in day 3

Student Self-Assessment and Reflection:

**SA**

Students will have a chance to view their recorded readers' theater and evaluate themselves in terms of their reading fluency.

## Lesson Plan Template (Long Form)

Student Teacher's Name Claire McCalman

Grade Level First

State Standard LA 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends,

LA 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension

Subject Literacy

Name of Lesson The Button Box Day 1

Period/Time Guided Reading Groups

**I. Goal:**

Engage students in the poem  
Facilitate a discussion about the meaning of the poem  
Equip students with the tools to read the poem independently

**II. Objectives:**

Students will demonstrate an understanding of the deeper meaning of the poem as observed through discussion within the group.  
Students will use decoding skills to read higher level words.  
Students will demonstrate fluent reading skills when whisper reading the poem to themselves.

**III. Adaptations for Diverse Learners**

Students reading at different reading levels meet in other guided reading groups with poems at their reading level.  
Students needing to move around during guided reading time may step in place while whisper reading, tap their feet, or march in place.

**IV. Materials:**

Copy of "The Button Box" for each student  
Collection of buttons  
White board with marker  
Pencils/highlighters

**V. Procedure:**

**A. Set / Hook**

**5-7 minutes** Gather students in guided reading group area. Pull out the collection of buttons--pass some around, ask students to look at them, touch them, etc. "What do you think about these buttons?", "Where do you think these buttons could have come from?", "Do you have buttons like this at your house?"

**B. Transition**

**3 minutes** "We are going to read a poem in a moment now. It's called 'The Button Box', written by a woman named Helen Kitchell Evans." Teacher writes the title in large letters on a white board, rereads the title, underlining and segmenting the words--The But ton Box. "But before we read, let's make some predictions. What do you think a button box is? Why are the buttons in a box?..."

**C. Main lesson**

**1 minute** "This poem has some big words in it. By the time we finish studying this poem, each of you will be able to read it independently. To begin, let's look at some of these words so that we don't get stumped reading."

**30 Seconds** Teacher writes “delight” on the marker board. “Take a minute and look at this word. Think about what it sounds like in your head....Does anyone see a word they recognize inside this word?...That’s right, we can see the word ‘light’ (underline it). If this part is ‘light’, what does this part say...very good, this word is delight. Who can tell me what that word means?”

**30 Seconds** Teacher writes ‘history’. “You probably know this word already, but who can tell me a word they see inside of it? That’s right, we can find ‘his’ or ‘story’ in this word. How do we say this word all together?”

**30 Seconds** “Okay, this is our last word!” Teacher writes ‘dainty’. “Does anyone know how to read this word? How about this part here (underline ‘dain’)? If this was a word, it would belong in the ‘ain’ family, like rain. So we have ‘dain’ and then what does ‘ty’ say when we’re reading?...Who can put the word together for us? What does ‘dainty’ mean?”

**15 Seconds** “Let’s read these all together now!” Teacher holds up each marker board for the students to read the poem.

**30 Seconds** “After I give directions, I am going to pass out our poem, “The Button Box” for you each to whisper read to yourself. Read it through once, and if you see one of the words we talked about, I want you to highlight it. You can read it through a second time to catch them if you want. Also, if you see a word that looks like to might be tricky to read or to understand, you can highlight that too.” Teacher passes out poems and highlighters. “Now you may begin whisper reading”.

**3 Minutes** Students read poem to themselves two times through

**3 Minutes** “Did everyone find each of our three words? Who can show us where they found ‘delight’”...etc. “Now I want to make a list of the other tricky words you found. These words could be tricky for you to read or tricky to understand. Who has a word to add to our list?” Teacher takes down words as students discuss them. “Wonderful list! We will take a look at some of these when we get together tomorrow.”

#### **D. Transition**

**1 minute** “That is some great reading! You may take your copy of the poem with you to practice or to show mom and dad, but tomorrow we will work with it again, so bring it back with you!”

#### **E. Conclusion**

Allow students to return to their work stations.

#### **VI. Assessment:**

Teacher will assess student understanding through questioning throughout the lesson and by listening to the students whisper read. Things student struggle with will be addressed in guided reading groups the next day.

#### **VII. Assignment:**

Students will use the words they choose to guide the next day’s lesson.

#### **VII. Self Evaluation: (On Back)**

#### **IX. Coop’s Comments: (On Back)**

## Lesson Plan Template (Long Form)

Student Teacher's Name Claire McCalman

Grade Level First

State Standard LA 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends,

LA 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension

Subject Literacy

Name of Lesson The Button Box Day 2

Period/Time Guided Reading Groups

**I. Goal:**

Engage students in the poem  
Facilitate a discussion about the meaning of the poem  
Equip students with the tools to read the poem independently

**II. Objectives:**

Students will demonstrate an understanding of the deeper meaning of the poem as observed through discussion within the group.  
Students will use decoding skills to read higher level words.  
Students will demonstrate fluent reading skills when whisper reading the poem to themselves, to a partner, and chorally.

**III. Adaptations for Diverse Learners**

Students reading at different reading levels meet in other guided reading groups with poems at their reading level.  
Students needing to move around during guided reading time may step in place while whisper reading, tap their feet, or march in place.

**IV. Materials:**

Copy of "The Button Box" for each student  
Specific buttons from the poem  
White board with marker  
Pencils/highlighters

**V. Procedure:**

**A. Set / Hook**

**1 minute** Gather students in guided reading group area. "Yesterday we read a poem. Who remembers the name of that poem? What was it about?"

**B. Transition**

**10 seconds** "Today we are going to do a little more work with 'The Button Box'"

**C. Main lesson**

**2 minutes** "To start, let's read the poem again. Go ahead and whisper read the poem to yourself."

**1 Minute** "Remember the list of tricky words that you all made yesterday? I picked three of them that we are going to look at today. The first word is in the second stanza. Does anyone know what I mean when I say 'the second stanza'? A stanza (write it) is a word we use when we talk about poems. Stanzas are little sections that they author divides their poem into. They are kind of like paragraphs in stories. In this poem, the first stanza is (read stanza). Please draw a circle around the second stanza."

**1 Minute** “Very good. Let’s talk about this word (write ‘tad’). How do we read this word? Perfect, just like ‘romp’ it’s read just like it’s spelled. Now for the tricky question: what does ‘romp’ mean?” Facilitate discussion in which students look at context to find a meaning for ‘romp’. Talk about synonyms like ‘horse around’.

**2 Minutes** “Very good, now let’s talk about this word (write ‘romp’). How do we read this word? Great, it’s read just like it’s spelled. Okay, what does ‘tad’ mean? Facilitate discussion in which students look at context to find a meaning for ‘tad’. Talk about synonyms like ‘little boy’. “Why do you think the author chose words like romp and tad?” Facilitate discussion in which students explore ideas about word choice, words that ‘fit’ rhythmically, etc.

**1 Minute** “Okay, last word. Who can tell me what this word is? (write ‘brass’) Another easy one! Who knows what brass is? Brass is a type of metal. This is brass (Show an example of brass.)

**3 Minutes** “I think you are ready to read this poem a partner. After directions have been given, I want you to turn to your partner and read the poem to them. Let’s use what you learned about stanzas. One partner read the first stanza, and then the other partner read the second, and so on. Does everyone understand? Great. Okay, begin reading.”

**3 Minutes** “Great reading! Let’s read it again, but this time let’s read it aloud slowly together.” Group reads the poem chorally.

**3 Minutes** “Excellent! You all are awesome readers. Tomorrow we are going to talk one more time about this poem. I want you to spend some time wondering about it. Here’s my question: Why did Ms. Evans, the author, choose to write this poem?”

#### **D. Transition**

**1 minute** “Take your poem with you so you can read it again if you want to. And don’t forget to wonder about my big question! If you think of a good idea, you might choose to write it down.”

#### **E. Conclusion**

Allow students to return to their work stations.

#### **VI. Assessment:**

Teacher will assess student understanding through questioning throughout the lesson and by listening to the students read.

#### **VII. Assignment:**

Students will think about the ‘Big Question’ and write down any ideas they might have

#### **VII. Self Evaluation: (On Back)**

#### **IX. Coop’s Comments: (On Back)**

## Lesson Plan Template (Long Form)

Student Teacher's Name Claire McCalman

Grade Level First

State Standard LA 1.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while read, LA 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension Subject Literacy

Name of Lesson The Button Box Day 3

Period/Time Guided Reading Groups

**I. Goal:**

Engage students in the poem  
Facilitate a discussion about the meaning of the poem  
Equip students with the tools to read the poem independently

**II. Objectives:**

Students will demonstrate an understanding of the deeper meaning of the poem as observed through discussion within the group.

Students will make connections between the poem and their own experiences

Students will demonstrate fluent reading skills when whisper reading the poem to themselves and reading the poem during the readers' theater.

**III. Adaptations for Diverse Learners**

Students reading at different reading levels meet in other guided reading groups with poems at their reading level.

Students needing to move around during guided reading time may step in place while whisper reading, tap their feet, or march in place.

**IV. Materials:**

Copy of "The Button Box" for each student  
Collection of buttons specific to the poem (tiny, gray, pearl, wooden, and brass)  
White board with marker  
Pencils/highlighters  
Pipe cleaner  
Video Camera

**V. Procedure:**

**A. Set / Hook**

**4 minutes** "Let's play a little game. I am going to pass out some buttons, and then we are going to read our poem aloud together. When we get to the part of the poem that talks about the buttons you have, I want you to string your button on this pipe cleaner." Group chorally reads the poem and take turns stringing their button onto the pipe cleaner, passing it around as necessary.

**B. Transition**

**1 minute** "What did we just make? We made kind of a time line, didn't we. We can see the order the poem goes in by looking at our pipe cleaner. How else could we use the buttons to say the poem?"

**C. Main lesson**

**5 minutes** "Do you remember the Big Question I asked you all yesterday? I asked, 'Why did Ms. Evans, the author, choose to write this poem?' Why buttons? What is this poem even about?" Teacher facilitates discussion in which students think about the meaning of the poem, the purpose for writing it, and the meaning of the buttons.



**2 Minutes** “We are going to do something exciting to finish off our time with this poem. We are going to do a little mini-readers theater. Have you done one of those before? We are going to each take a stanza to read aloud, and I am going to record your readings on my video camera. Then you will each get a chance to tell the camera why you think Ms. Evans wrote the poem.” Teacher assigns each student a stanza, which the students mark on their papers. Extra stanzas can be read chorally.

**2 Minutes** “I want you to take one minute and write an ending to this sentence, ‘I think Ms. Evans wrote The Button Box because....’ (hand out lined prompt paper and pencils)

**3 Minutes** Teacher takes students into the hallway. Students practice the poem one time through (twice if necessary).

**2 Minutes** Students perform their poem, Teacher records it.

**2 Minutes** Teacher passes out their prompt papers. Teacher moves down the line of students and records each student reading their sentence. If students need more time to think, this can be recorded later in the day.

#### **D. Transition**

**1 minute** “Excellent work! You all did a great job! I hope you use what you learned from this poem when you write your own poems.”

#### **E. Conclusion**

Allow students to return to their work stations.

#### **VI. Assessment:**

Teacher will assess student understanding through questioning throughout the lesson and by listening to the students whisper read.

Teacher will assess student’s understanding of the meaning of the poem during the discussion and by evaluating the students response on the video.

#### **VII. Assignment:**

Teacher will send the video files to the class so that groups can view their readers theater. If desired, students can self-assess their reading fluency and understanding of the poem.

#### **VII. Self Evaluation: (On Back)**

#### **IX. Coop’s Comments: (On Back)**

## Lesson Plan Template (Long Form)

Student Teacher's Name Claire McCalman

Grade Level First

State Standard LA 1.2.2.e Compare models and examples (own and others) of various genres create similar piece, LA 1.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter

Subject Literacy

Name of Lesson I Can Be a Poet Day 1

Period/Time Writer's Workshop

**I. Goal:**

Engage students in poetry  
Help students feel that they can be successful poets  
Empower students to begin writing poetry

**II. Objectives:**

The student will be able to recognize poetry.  
The student will be able to discuss things they notice in examples of other students' poems.  
The student will be able to begin writing his or her own poem.

**III. Adaptations for Diverse Learners**

Students will move at their own pace through the writer's workshop process.  
Whole-group time will be kept to a short time period to accommodate students who need many transitions  
Students who need to move during whole group time or work time could listen/write while standing.

**IV. Materials:**

Large chart paper and marker for writing  
Poems from Kid's Poems enlarged for students to read (Grandma, Bubbles)  
Writer's Workshop materials for each student  
Tony Chestnut video (<http://www.youtube.com/watch?v=hLLMm8fbhqk&feature=related>)  
Tony Chestnut refrain enlarged for students to read

**V. Procedure:**

**A. Set / Hook**

**4 minutes** "We are going to do something a little silly. I want all of you to get silly and get all of those wiggles out, because as soon as the song is over, we have to get down to business. Is that a deal? Okay, this song is called "Tony Chestnut" and it has some actions, so let's learn the first couple together." Teacher leads students in the refrain of the song, then plays the video for the students to do the actions along with.

**B. Transition**

**4 minutes** "I want you to take a look at what we just sang. Does anyone know what this is? That's right, it's a poem! What did you learn about poems yesterday?" Teacher writes the things that students list. "Very good. We're going to spend a few minutes noticing some special things in this poem and in some others that first graders have written.

**C. Main lesson**

**Sharing Kids' Poems**

**1 minute** Teacher reads Tony Chestnut while tracking the text. “What do you notice in this poem?” Teacher facilitates discussion on the Tony poem talking about repetition, the good closing line, etc.

**3 minutes** “Let’s look at this poem. (teacher takes out “Grandma” and reads it while tracking the text) What do you notice in this poem?” Teacher facilitates discussion, noting repetition, question and answer, topic choice, etc.

**3 minutes** “Okay, we are going to look at one more before you all get to writing. What do you notice in this poem?” Teacher pulls out ‘Bubbles’, reads it while tracking the text, and facilitates discussion noticing repetition, simple language, etc.

### **Oral Brainstorming**

**3 Minutes** “We have heard lots of interesting poems today about different things. Does anyone know what they want to write about?” Teacher asks two or three students to share their ideas, asking prompting questions and writing notes for the students. (What else, tell me more about that, I like..., what do you want your poem to say?, etc.)

### **Writing**

**15-20 Minutes** Students will work independently on their poems. Teacher will move around the room conferencing with students as needed.

### **Sharing and Celebrating**

As students are working and finishing up, teacher will ask one or two students to share what they have written by reading it aloud to the class.

### **D. Transition**

**1 minute** “You have all done excellent work writing your poems today! I am excited to see what you write about tomorrow! Please put your writers’ workshop materials away and return to your seats.

### **E. Conclusion**

Allow students to return to their work stations.

### **VI. Assessment:**

Teacher will assess student understanding of the elements of the poems during class discussion.

Teacher will assess student understanding of writing poetry during one-on-one conferencing during work time.

### **VII. Assignment:**

Students will continue to work on their poems in following writers’ workshop periods.

### **VII. Self Evaluation: (On Back)**

### **IX. Coop’s Comments: (On Back)**

## Lesson Plan Template (Long Form)

Student Teacher's Name Claire McCalman

Grade Level First

State Standard LA 1.2.2.e Compare models and examples (own and others) of various genres create similar piece, LA 1.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter

Subject Literacy

Name of Lesson I Can Be a Poet Day 2

Period/Time Writer's Workshop

**I. Goal:**

Engage students in poetry  
Help students feel that they can be successful poets  
Empower students to begin writing poetry

**II. Objectives:**

The student will be able to discuss things they notice in examples of other students' poems.  
The student will be able to begin writing his or her own poem.

**III. Adaptations for Diverse Learners**

Students will move at their own pace through the writer's workshop process.  
Whole-group time will be kept to a short time period to accommodate students who need many transitions  
Students who need to move during whole group time or work time could listen/write while standing.

**IV. Materials:**

Large chart paper and marker for writing  
Poems from Kid's Poems enlarged for students to read (Panda, A Pattern of my Favorites, Football)  
Writer's Workshop materials for each student

**V. Procedure:**

**A. Set / Hook**

**1 minute** "Who can tell me something we read about in a poem yesterday?" (Write topics on chart paper, generalizing--i.e. 'Family--Grandma', 'Things we see--Bubbles')

**B. Transition**

**4 minutes** "We are going to look at some more poems today, but first I am going to write one. This is my time to write, so I want each of you to sit quietly and listen as I think. I might ask myself some questions, but this is a poem that I am writing. If you think of a good idea, hold on to it and maybe you can find a way to use it when you write your poem."  
Teacher does a think-aloud for the students while writing a short poem.

**C. Main lesson**

**Sharing Kids' Poems**

**3 minutes** "Here is the first poem I want to share with you" Teacher takes out 'Panda' and reads it aloud while tracking the text. "What's something you notice in this poem?"  
Teacher facilitates discussion, noting the facts, topic choice, etc....

**3 minutes** "Now let's look at this poem. (teacher takes out "A Pattern of my Favorites"

and reads it while tracking the text.) What do you notice in this poem?" Teacher facilitates discussion, noting topic choice, pattern, repetition, etc.

**3 minutes** "Okay, we are going to look at one more before you all get to writing. What do you notice in this poem?" Teacher pulls out 'Football' and facilitates discussion noticing topic choice, verbs, closing line, etc.

### **Oral Brainstorming**

**3 Minutes** "What are some of the topics that we saw in poems today? (Add student responses to the topic list started earlier) There have been lots of good ideas! Does anyone know what they want to write about today? Teacher asks two or three students to share their ideas, asking prompting questions and writing notes for the students. (What else, tell me more about that, I like..., what do you want your poem to say?, etc.)

**1 Minute** "In a moment you can get started on your writing, but I want to tell you that tomorrow when we start writers' workshop, you will all have a chance to share a poem you have written with the class. So if you want to share one, work hard to get one ready!"

### **Writing**

**15-20 Minutes** Students will work independently on their poems. Teacher will move around the room conferencing with students as needed.

### **Sharing and Celebrating**

As students are working and finishing up, teacher will ask one or two students to share what they have written by reading it aloud to the class.

### **D. Transition**

**1 minute** "You have all done excellent work writing your poems today! I can't wait to hear some of your poems tomorrow! Please put your writers' workshop materials away and return to your seats.

### **E. Conclusion**

Allow students to return to their work stations.

### **VI. Assessment:**

Teacher will assess student understanding of the elements of the poems during class discussion.

Teacher will assess student understanding of writing poetry during one-on-one conferencing during work time.

### **VII. Assignment:**

Students will continue to work on their poems in following writers' workshop periods.

### **VII. Self Evaluation: (On Back)**

### **IX. Coop's Comments: (On Back)**

## Lesson Plan Template (Long Form)

Student Teacher's Name Claire McCalman

Grade Level First

State Standard LA 1.2.2.e Compare models and examples (own and others) of various genres create similar piece, LA 1.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter

Subject Literacy

Name of Lesson I Can Be a Poet Day 3

Period/Time Writer's Workshop

**I. Goal:**

Engage students in poetry  
Help students feel that they can be successful poets  
Empower students to begin writing poetry

**II. Objectives:**

The student will be able to discuss things they notice in examples of other students' poems.  
The student will be able to begin writing his or her own poem.  
The student will be able to give positive, specific compliments about classmates' poems.

**III. Adaptations for Diverse Learners**

Students will move at their own pace through the writer's workshop process.  
Whole-group time will be kept to a short time period to accommodate students who need many transitions  
Students who need to move during whole group time or work time could listen/write while standing.

**IV. Materials:**

Poems from Kid's Poems enlarged for students to read (Vinnie, My Baby Brother)  
Writer's Workshop materials for each student

**V. Procedure:**

**A. Set / Hook**

**7-10 minutes** "You have all been working very hard these past few days! We are going to take a few minutes to share some of the poems you have written. Let's talk first about how we talk about classmates' poems. Who can tell me something nice to say after we read a friend's poem?...It's good to give specific compliments, like 'I liked how you repeated the word grandma' or 'I liked that you chose that topic'. We are not going to make negative comments, or things that are not nice or complementary. So if you want to make a comment after a friend reads their poem, please think of a specific complement you want to give." Teacher will have pre-selected students read their poems out loud to the class (or the teacher will read them). Students will have opportunities to give feedback as modeled by the teacher.

**B. Transition**

**4 minutes** "You all did an excellent job noticing each other's poems! We're going to spend a few more minutes noticing some others.

**C. Main lesson**

### **Sharing Kids' Poems**

**3 minutes** "Here is the first poem I want to share with you" Teacher takes out 'Vinnie' and reads it aloud while tracking the text. "What's something you notice in this poem?" Teacher facilitates discussion, noting the beat, topic choice, etc....

**3 minutes** "Now let's look at this poem. (teacher takes out "My Baby Brother" and reads it while tracking the text.) What do you notice in this poem?" Teacher facilitates discussion, noting the beat, pattern, repetition, etc.

### **Oral Brainstorming**

**2 Minutes** "Okay now it's time to get back to our writing! Who wants to share what they're writing about today?"

### **Writing**

**15-20 Minutes** Students will work independently on their poems. Teacher will move around the room conferencing with students as needed.

### **Sharing and Celebrating**

As students are working and finishing up, teacher will ask one or two students to share what they have written by reading it aloud to the class.

### **D. Transition**

**1 minute** "You have all done excellent work writing your poems today! I am so proud of the work you have done while I've been here. I truly believe that each one of you are poets!"

### **E. Conclusion**

Allow students to return to their work stations.

## **VI. Assessment:**

Teacher will assess student understanding of positive compliments during sharing time.

Teacher will assess student understanding of the elements of the poems during class discussion.

Teacher will assess student understanding of writing poetry during one-on-one conferencing during work time.

## **VII. Assignment:**

Students will continue to work on their poems in following writers' workshop periods.

**VIII. Self Evaluation: (On Back)**

**IX. Coop's Comments: (On Back)**

## Lesson Plan Template (Long Form)

Student Teacher's Name Claire McCalman

Grade Level First

State Standard LA 1.1.5. Students will build literary, general academic, and content specific grade-level vocabulary, LA 1.1.2. Students will demonstrate phonological awareness through oral activities.

Subject Literacy

Name of Lesson Oscar Day 1

Period/Time Shared Reading

**I. Goal:**

Introduce another kind of poem  
Teach the difference between /ay/ and consonant /y/ at the end of words

**II. Objectives:**

The student will be able to identify words with a /y/ ending and read them independently.

The student will be able to identify words ending in /y/ with an 'e' sound versus an 'a' sound.

**III. Adaptations for Diverse Learners**

Students who need to wiggle will have opportunities to participate in the shared reading kinesthetically

Whole-group time will be kept to a short time period to accommodate students who need many transitions

**IV. Materials:**

Smart Board and Slides with the poem (Oscar) printed on slides

**V. Procedure:**

**A. Set / Hook**

**1 minute** "We are going to do shared reading a little differently this morning. I have something special to share with you, but the bad news is that I don't have it in a book. This means that we're going to have to use the Smart Board. Everyone will get to use the Smart Board, but I need to you all to be working hard to stay on task even when it's not your turn."

**B. Transition**

**30 Seconds** Teacher pulls up the smart board slides on the Smart Board and gets a soft-tipped pointer to track text.

**C. Main lesson**

**1 minute** Teacher reads the poem, tracking the text with the pointer.

**2 minutes** "Who can tell me what kind of text this is?...That's right! It's a poem, just like we've been talking about. This poem has a lot of funny words in it, doesn't it? A lot of those words end in y. What happens to a word when we put a /y/ at the end of it?..."

**3 minutes** "We're going to do a little activity with this. After directions have been given, I'm going to call you up one at a time. I want you to find one of our /y/ words circle it. If it's not your turn to come up to the smart board, what's something you could be



doing?...It would be a good idea to be thinking in your mind about which words you could circle. And then if a friend comes to the board and asks for a hint, you will all be ready to help.” Students come one at a time to circle a /y/ word. After all students have been up, teacher circles the last few.

**1 Minute** “Let’s read the words we circled.” Teacher uses the pointer to point to each circled word as the class reads them aloud.

**2 Minutes** “I hear a difference in these words we’re reading. In some words, like ‘yappy’, the /y/ makes an ‘e’ sound.” Teacher reads several words emphasizing the ‘e’ sound. “But in other words like ‘away’ and ‘day’, the /y/ makes an ‘a’ sound. Does anyone know what makes the /y/ change it’s sound?...In the words where the /y/ makes an ‘a’ sound, there is an /a/ in front. (underline /a/s) But it in the words where the /y/ makes an ‘e’ sound, there are lots of different letters.” Teacher moves through the poem writing a list of the different letters preceding the /y/. “What do all of these letters have in common? That’s right, they are all consonants. So we know that the /y/ only makes the ‘e’ sound if it comes after a consonant.

**1 Minute** “I’m going to read the poem again. Let’s erase the words where they /y/ doesn’t make an ‘e’ sound.” Teacher reads the poem one stanza at a time. “Which words to I need to erase here?”...etc.

#### **D. Transition**

**15 seconds** “Great job! Tomorrow we will do a little more work with those funny /y/ words! As you talk and listen and read today, if you notice another word where /y/ makes an ‘e’ sound, jot it down in your memory and we will share those tomorrow.”

#### **E. Conclusion**

Allow students to return to their work stations.

#### **VI. Assessment:**

Teacher will assess student understanding of the purpose of /y/ in the words in the poem through class discussion.

Teacher will assess students’ ability to discriminate the difference between the consonant /y/ ending and the /ay/ ending through the circling and erasing activity.

#### **VII. Assignment:**

Students will keep an eye out for /y/s making ‘e’ sounds in their day and share them during shared reading the next day.

**VIII. Self Evaluation: (On Back)**

**IX. Coop’s Comments: (On Back)**

## Lesson Plan Template (Long Form)

Student Teacher's Name Claire McCalman

Grade Level First

State Standard LA 1.1.5. Students will build literary, general academic, and content specific grade-level vocabulary, LA 1.1.2. Students will demonstrate phonological awareness through oral activities.

Subject Literacy

Name of Lesson Oscar Day 2

Period/Time Shared Reading

**I. Goal:**

Introduce another kind of poem  
Teach the difference between /ay/ and consonant /y/ at the end of words

**II. Objectives:**

The student will be able to identify words with a /y/ ending and read them independently.

The student will be able to identify words ending in /y/ with an 'e' sound versus an 'a' sound.

**III. Adaptations for Diverse Learners**

Students who need to wiggle will have opportunities to participate in the shared reading kinesthetically

Whole-group time will be kept to a short time period to accommodate students who need many transitions

**IV. Materials:**

Smart Board and Slides with the poem (Oscar) printed on slides

Student circles from the previous day saved so that they are still visible on the poem

Rhythm instruments for half the students (9 instruments)

**V. Procedure:**

**A. Set / Hook**

**5 minutes** "Yesterday we read this poem--Oscar. We talked about words that end in /y/. Who remembers the two different kinds of /y/ endings we talked about?...That's right, words that end in /ay/ and words that end in a consonant and /y/. Did anyone notice any other words that end in a consonant and /y/ while you have been reading or talking?" Teacher takes students' words, writes them up on the Smart board, underlining the consonant and the /y/.

**B. Transition**

**1 minute** "That's a great list of words! We're going to go back to our poem now. (Teacher pulls the Oscar slides back up on the Smart Board)

I know that Mrs. McMahan in the music room has taught you that songs have a heartbeat. Did you know that some poems have heartbeats too? We're going to do some more work with Oscar, but today we're going to read it with a heartbeat!"

**C. Main lesson**

**1 minute** "I'm going to find the heartbeat on my legs and read the poem. You can quietly do the heartbeat along with me if you want to, or you can just listen." Teacher reads the slowly while keeping a steady beat on her legs.

**1 minute** “Let’s read it together now. My hands will be busy though, so \_\_\_\_\_, would you please come up and point to the words for us while we read them?” Class reads the poem together while keeping the steady beat.

**6 minutes** *At this point the teacher will evaluate whether or not the students are able to keep the steady beat while reading.*

*If they are:* “You are all doing an excellent job! It’s not so easy keeping the steady heartbeat like this. Let’s mix it up a little. I’m going to divide you into two groups. This group will continue keeping the heartbeat with me while we read. The other group will pass out rhythm instruments. Each time we read one of our consonant y words we have circled--I want you to give us a sound on your instrument. (Teacher gives example, reading one stanza using an instrument). After we’ve done it, we’ll switch groups and do it again!”

*If they are not:* “Great job! It’s pretty tricky to keep the heartbeat going while we’re reading, isn’t it? Let’s try something else. In a moment I’m going to divide you into two groups. This group will read the poem out loud. This group will make a noise on a rhythm instrument that I’m going to pass out. Make your noise each time we read one of our consonant y words--one of the words we have circled--like this, (Teacher gives example, reading one stanza using an instrument). After we’ve done it, we’ll switch groups and do it again!”

Students complete the activity, switch groups, and do it again.

#### D. Transition

**15 seconds** “Great job! Tomorrow we’ll spend some time with Oscar one more time.” Teacher collects rhythm instruments.

#### E. Conclusion

Allow students to return to their work station

#### VI. Assessment:

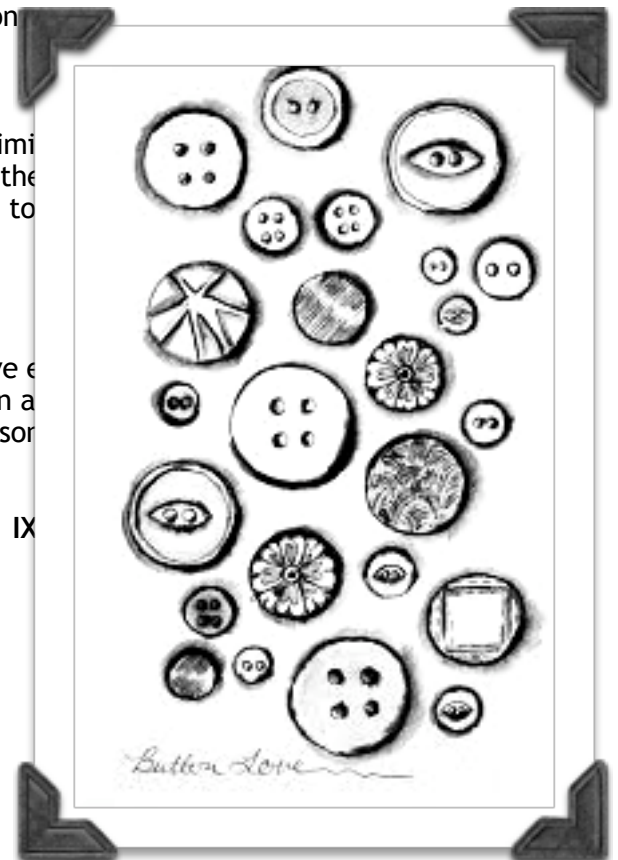
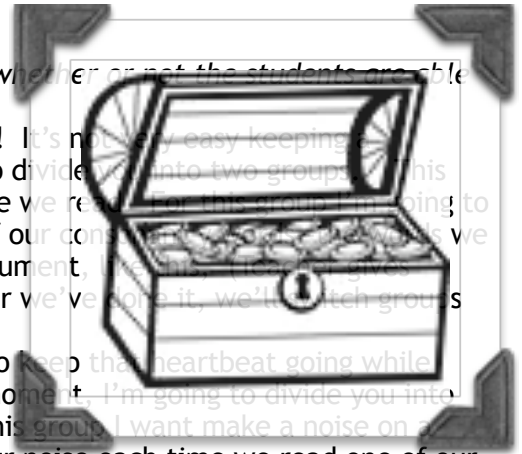
Teacher will assess students’ ability to discriminate the consonant /y/ ending and the /ay/ ending through the reading of the poem.  
Teacher will note students who do not seem to understand the teaching lesson during Guided Reading groups.

#### VII. Assignment:

If students, as a whole, were not able to give a sound for the words, they will be asked to look out for them again at the start of this lesson if students did this successfully at the start of this lesson.

#### VIII. Self Evaluation: (On Back)

IX



**Lesson Plan Template (Long Form)**

Student Teacher's Name Claire McCalman

Grade Level First

State Standard LA 1.1.5. Students will build literary, general academic, and content specific grade-level vocabulary, LA 1.1.2. Students will demonstrate phonological awareness through oral activities, LA 1.1.6.o Respond to text verbally, in writing, or artistically, LA 1.1.5.c Demonstrate

**III. Adaptations for Diverse Learners**

Students who need to wiggle will have opportunities to participate in the shared reading kinesthetically

Whole-group time will be kept to a short time period to accommodate students who need many transitions

**IV. Materials:**

Smart Board and Slides with the poem (Oscar) printed on slides

Student circles from the previous day saved so that they are still visible on the poem

**V. Procedure:**

words mean! I'm going to give you three minutes to plan." Teacher partners the class off, giving each partner group a stanza and whether their group will go first or second.

# Oscar

By Lillie D. Chaffin



**7 minutes** Class reads the poem aloud as the teacher tracks the text. Students come up to act out their stanza. Repeat with the second group.

**5 minutes** “Okay that was some great acting! Let’s talk about what these words mean now. From the other words in the poem, and the acting we just watched, who can tell me what ‘plumpy’ means?...Are there any other tricky words in this stanza that you see?”

Teacher continues this, one stanza at a time, touching on hooty, tooty, fresh-waxed, yippy, and yappy.

**D. Transition**

**15 seconds**     “Excellent work! You learned a lot of new words from this poem!”

**E. Conclusion**

Allow students to return to their work stations.

**VI. Assessment:**

Teacher will assess students’ understanding of the poem through observation of their acting it out.

Teacher will assess students’ understand of the vocabulary through class discussion after the acting.

**VII. Assignment:**

None.

**VIII . Self Evaluation: (On Back)**

**IX. Coop’s Comments: (On Back)**

## Button Box By Helen Kitchell Evans

My grandmother's button box

Is a delight to see;

There are all sorts of buttons,

Each with a history.

There are the tiny buttons

That held Dad's clothes in place

When he was a little tad

Who liked to romp and race.

And then there are the buttons

Granddaddy wore on gray,

When he stood by Grandmother

Upon their wedding day.

There are dainty pearl buttons

That Mother used to wear.

When she was seventeen.

So pretty, young, and fair.

There are big wooden buttons

From Great-Grandfather's suit

And fancy brass ones he wore.

When he played the flute.

I love that old button box

When Grandmother sits with me.

And picks out all the buttons

With a family history!

Name \_\_\_\_\_

I think Ms. Evans wrote the button box because....

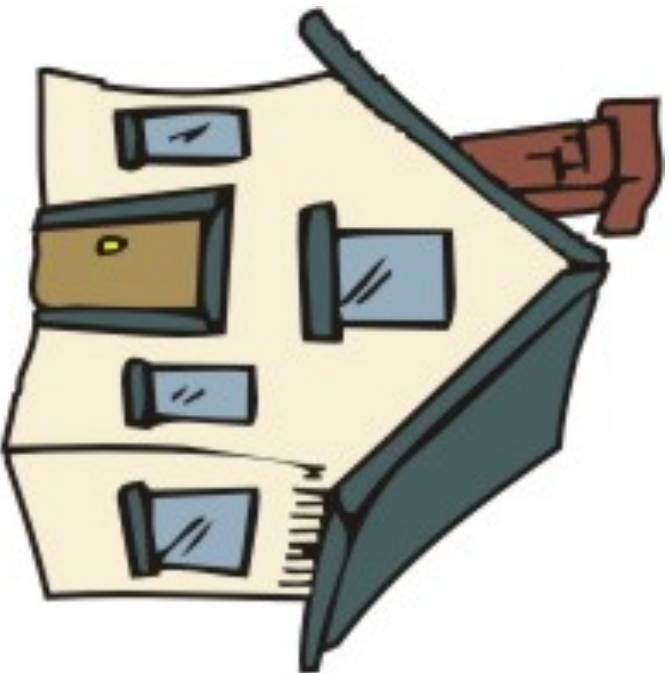
Name \_\_\_\_\_

I think Ms. Evans wrote the button box because....





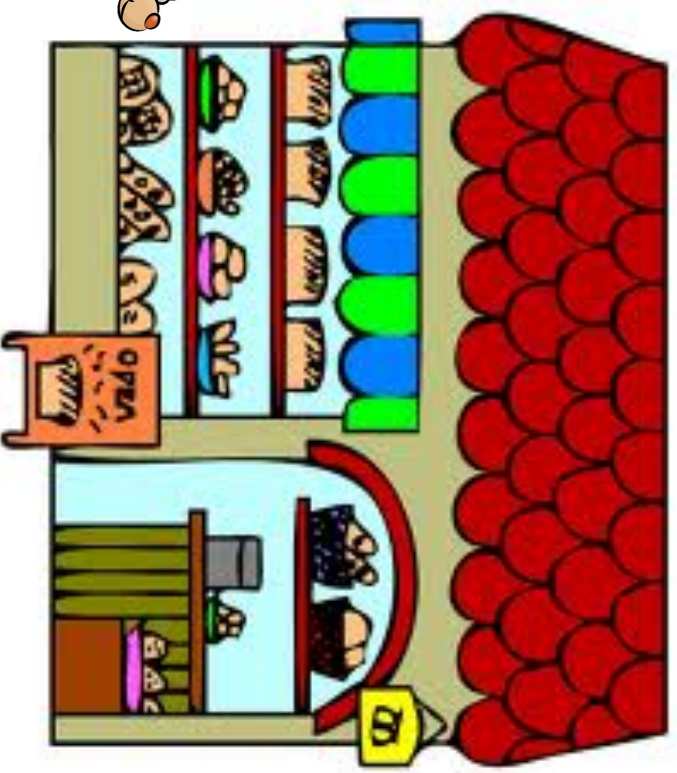
Oscar is a little pup,  
A downy, browny, little pup,  
A plumpy, lumpy, little pup,  
Who ran away one day.



He trotted down a busy street,  
A hooty, tooty, busy street,  
A whizzy, dizzy, busy street,  
And ran away one day.



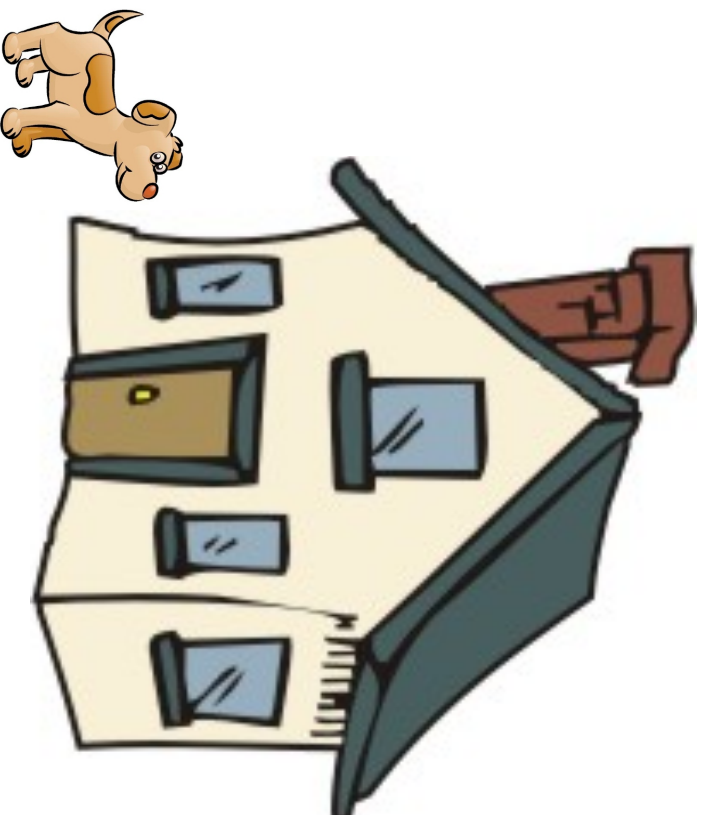
He sniffed at a butcher store,  
He scratched at a bakery  
door,  
He tracked up a fresh-waxed  
floor  
As he ran away.



Now Oscar wears a little  
leash,  
A longish, little, leather leash,  
A pull-and-tug-it leather leash,  
Every, every day.



Oscar is a little pup,  
A yippy, yappy, little pup  
A sniffy, scratchy, little pup,  
Who stays at home all day.



Rubric for Reader's Theater in Day 3 of Guided Reading Groups.

Rubric will be for teacher's use only.

	<b>Below average (1 pt)</b>	<b>Average (2 pts)</b>	<b>Good (3 pts)</b>	<b>Excellent (4 pts)</b>
<b>Expression and Volume</b>	Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Some expression. Begins to use voice to make text sound like natural language appropriate to poetry. Focus remains largely on saying the words. Still reads in a quiet voice.	Sounds like natural, poetic language throughout most of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his or her interpretation of the passage
<b>Phrasing</b>	Monotonic with little sense of phrase boundaries, frequent word-by-word reading.	Frequent two- and three- word phrases, not indicated in the text, giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.	Mixture of run-ons, mid-phrase pauses for breath, and possibly some choppiness; reasonable stress/ intonation.	Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.
<b>Smoothness, Automaticity, Accuracy</b>	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive.	Occasional breaks in smoothness caused by difficulties with specific words and/ or structures.	Generally smooth reading with some breaks, but word structure difficulties are resolved quickly, usually through self-correction.
<b>Pace, Flow</b>	Slow and laborious	Moderately slow	Uneven mixture of fast and slow reading.	Consistently appropriate to the passage.
<b>Prompt Response</b>	Response shows little depth of thought or understanding of the meaning of the poem.	Response shows some thought as to the meaning behind the poem.	Response shows depth of thought and a good understanding of the meaning and purpose of the poem.	Response shows depth of thought and a thorough understanding of the meaning of the poem.

Resources:

Poetry Place Anthology: More than 600 poems for all occasions by Scholastic  
ISBN 978-0590490177

Kids' Poems: Teaching First Graders to Love Writing Poetry by Reggie Routman  
ISBN 978-0590227346

Tony Chestnut Song (youtube: <http://www.youtube.com/watch?v=hLLMm8fbhqk&feature=related>)

Online template for first grade fluency reading rubric: <http://www.rcampus.com/rubricshowc.cfm?code=V45B28&sp=yes&>



