

Teacher's Name: Lauren O'Brien	Date:	August 2012
Grade Level: First Grade	Subject: Language Arts	Co-op: Mrs. Heeney Supervisor: Thomas Blocher

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### Preliminary Planning

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**Standards:**

**1.2: Reading, Analyzing, and Interpreting Text**

**1.2.1.E:** Read and respond to essential content of text.

**1.6: Speaking and Listening**

**1.6.1.A:** Listen actively and respond to others in small and large group situations with appropriate questions and ideas

<b>Pre-assessment:</b> Talk to the students about how today is going to be the very <b>FIRST</b> time that they are going to be eating lunch at school. Ask them how they are feeling (excited, nervous, anxious?).
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<b>Objectives:</b> Students will be able to state how they are feeling about eating lunch for the first time at school.
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<b>Materials:</b>
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| <ul style="list-style-type: none"> <li>• Book: <u>Lunch Bunnies</u> by: Kathryn Lasky</li> </ul> |
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### Learning Sequence

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Description:	Time:	5 minutes
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Into

Introduction/Motivation/Focus Attention:

- Introduce the book
  - I will tell the students that I have a special book to read today and it is called Lunch Bunnies by Kathryn Lasky.
  - I will then talk about the front cover
    - Tell the students that Clyde who is a character in the story is experiencing his first day in first grade just like you all are. This bunny is nervous about eating lunch in the cafeteria for the first time.
      - Ask the students; raise your hand if you would like to share how you are feeling about eating in the lunch at school for the first time?\*\*\*
        - I will let a few students respond and then begin reading the book.

Description: | Time: | 5 minutes

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Through

Learning Activities (input, modeling, checking for understanding, guided practice, independent practice):

- I will now read the story to the students.
  - Stop on page 5 and ask the children, does anybody have an older brother or sister who tried to tell you stories about eating lunch at school?
    - Allow for students to respond\*\*
  - Continue reading the story.

Description: | Time: | 2 minutes

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Beyond

Closure (review, check for understanding, summarize, future forecast, transition):

- After finishing reading the story, I will go back and discuss the different feelings that Clyde experienced throughout the story, referring back to the pictures in the book.
- As a transition, tell the students that we are now going to take a walk to the cafeteria to meet the fantastic cafeteria workers and practice how to walk through the lines to get your lunch. \*\*

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### **Post Instructional Planning**

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#### **1. What levels of thinking (Bloom) did your lesson incorporate?**

Knowledge: Students will talk about the different feelings they had while preparing for their first day eating lunch at school.

Comprehension: Students will understand that their feelings about the first day eating lunch at school will get better after experiencing it for the first time (just like Clyde did in the story).

#### **2. How did you evaluate your students' performance?**

Checking for Understanding: I will go back through the book to check to see if students remember the different feelings Clyde had throughout the story.

#### **3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?**

If there are harder words in the story I will make sure that I point to them and sound them out for the students. Students with behavioral, visual, and auditory needs will be assigned

seating within the group as needed. Vocabulary will be clarified for meaning (i.e. cafeteria=place to eat).

4. **Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (\*).**
  
5. **Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.**

Visual: Students will look at the pictures in the book as I read the story to the children.

Auditory: Students will listen to me read the words in the story as they look at the words on the page.

Kinesthetic: students physically are going to go to the cafeteria to simulate lunch procedures.