(Miss Slick, 1st Grade Language Arts,???)

*We’re going on a Leaf Hunt* Lesson Plan

1. **Topic:**
2. Students will be knowledgeable about activities, holidays, and scientific processes that occur during the season of fall.
3. **Vocabulary**
   1. *Setting*- the place or type of surroundings where an event takes place.
   2. *Author*- a writer of a book, article, or report.
   3. *Illustrator*- a person who draws or creates pictures for magazines, books, etc.
   4. *Plot*- the main events of a play, novel, movie, or similar work, presented by the writer as a sequence.
4. **Objectives/Standards**
   1. After reading the story *We’re going on a Leaf Hunt* by Steve Metzger, TSWBAT describe the setting, characters, and major plot points to the teacher’s satisfaction. (CC.1.3.C Describe characters, settings, and major events in a story, using key details.)
   2. Given a song about fall, TSWBAT sing and act out the body movements as directed in the video or by the teacher to the teacher’s satisfaction. (Standard - 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange •improvise.)
5. **Teaching Procedures**

Anticipatory Set: *(5 minutes)*

1. The teacher will stand in front of the students wearing a backpack and a safari hat. The teacher will pretend to pack different objects into the backpack. The teacher will continue to do this, until the students begin to ask her what she is doing.
2. The teacher will act surprised at the students’ inquiries. The teacher will explain that she is packing to go on a leaf hunt. She will explain that she needs all this stuff because an adventurer has to be prepared for anything and everything. Suddenly she will stop as if just coming up with the best idea ever and will ask the students if they want to come along with her? The teacher will then sit down and explain that they will be going on an actual leaf hunt later in the week, but first they have to do some research. The teacher will explain that people cannot go on an adventure without planning some things out and making sure it’s safe. So today the class is going to do some research by reading about a leaf hunt in the story *We’re going on a Leaf Hunt* by Steve Metzger.

Development 1: *(15 minutes)*

1. Before reading the story, the teacher will go over some important vocabulary. First, the teacher will ask students what they think the word **setting** means. The teacher will write this word on the easel beside her. The teacher will first listen to student responses before writing the actual definition on the easel next to the word. Then she will ask what students think the word **author** means? The teacher will say that Steve Metzger is the author of this book. The teacher will listen to student responses before writing the word author and its definition on the easel as well.
2. The teacher will do the same for the words **illustrator** and **plot.**
3. The teacher will then show students the cover of the book and introduce the author and illustrator. The teacher will ask students what season they think this story is about, if there are different colored leaves on the cover. If students are struggling the teacher will do a picture walk with the students so that they better understand the context of the story.
4. Then the teacher will read the story *We’re going on a Leaf Hunt* by Steve Metzger to the class. As the teacher reads, she will use expression and will ask students what they think will happen to the children as they go on their leaf hunt. The teacher will also point out the setting, author, illustrator, characters, and plot line of the story as she reads.

Guided Practice 1: *(10 minutes)*

1. The teacher will then ask students to describe the setting of the story to her. The teacher will make a bulleted list on the easel for students to see.
2. Next the teacher will have students describe the main characters of the story. The teacher will record student responses on the easel.
3. Finally, the teacher will have students describe some of the main events that occurred in the story, such as where the children traveled, what they were doing, and how they solved the problems throughout the story. The teacher will record student responses.
4. After recording student responses to the above, the teacher will explain that the students have been working really hard so far so she is going to reward them by giving them a brain break. The teacher will pull up the video: <https://www.youtube.com/watch?v=tPm7JTGIHcA> on the interactive whiteboard and play it for the students.
5. The students will sing along with this song and do the dance motions as the teacher instructs them. Such as when they sing “autumn leaves are falling down, falling down,” the students will raise their hands above their head and slowly make them fall until their hands touch the ground. They will also pretend to rake up leaves when that part of the song begins.
6. After doing the song, the teacher will discuss with the class some of the fall activities that were mentioned in the song. The teacher will also ask students if they saw any similarities between the song and the book they just read.

Independent Practice 1: *(15 minutes)*

1. The teacher will then explain that she checked out a pile of books from the library all about the season fall (or autumn…the teacher will explain that they mean the same thing). The teacher will instruct students that during independent reading time, they will choose a book about fall and gather some research for their leaf hunt. The teacher will pass out a worksheet (**See attached**) that will guide students through this process.
2. As students are doing this, the teacher will circulate around the classroom making sure to help struggling students and to refocus distracted students.

Closure: *(3 minutes)*

* 1. The teacher will conclude the lesson by reviewing what the words setting, author, illustrator, and plot mean. The teacher will also discuss and have students explain why these things are important to a story.
  2. The teacher will have students hand in their worksheet and remind them that they will get these back later to prepare for their leaf hunt.

1. **Materials**

* A backpack
* Miscellaneous camping items (flashlight, camera, granola bars, water bottle, etc.)
* A safari hat
* A copy of *We’re going on a Leaf Hunt* by Steve Metzger
* Setting/Character worksheet
* Pencils
* Easel
* Dry erase markers
* White board eraser
* Interactive Whiteboard

1. **Evaluation**
2. Formative Assessment- The teacher will assess student understanding through questioning during development 1 and through discussion in the guided practice.
3. Summative Assessment- The teacher will collect their setting/plot worksheets and will grade them for points.
4. **Reflection**
   1. Student Evaluation:
      1. How did the students do grasping the vocabulary introduced to them at the beginning of the lesson?
      2. Did they have to ask for help from their peers, the teacher, or did they attempt the worksheet on their own?
      3. What was their body language during the independent practice? (i.e. were they slouched in their seat frowning, just sitting there doing nothing because they were stuck, or were they actively filling out the worksheet as they read their story and smiling with accomplishment?)
   2. Teacher Evaluation:
      1. Did I include enough students in the book discussion?
      2. Did I do an effective job of getting to all the students who needed help during the independent practice to help assist them?
      3. How could I have improved this lesson to better teach my students?

