**Strategy/Skill**: Following Directions & Interpreting

* 1. **Objectives**
* Students will carefully read and follow directions to accomplish a task.
* Students will discuss and explain directions, modifications or adjustments to the directions, and reasons for directions and behavioral objectives.
  1. **Behavioral objectives:**

What do we need to do to have a successful reading group?

* Listen to one another
  + WHY: someone else might think of something in a way I did or on a way I

did not

* Speak one at a time
  + WHY: so others can hear us and so we can hear others
* Think
* Ask Questions
  + Questions should be thoughtful and specific
  1. **Standards**

CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.

CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

* 1. **Formative and Summative Assessment**
* Formative Assessment will be based on the students ability to follow directions as we go. This activity is meant to test their behavioral objectives as well as their reading and interpreting skills. Students who are able to follow the objectives and steps the whole way through will be coming out with an increased understanding of what is expected of them as well as how to follow directions.
* Summative Assessment will be based on the end product of the fortune teller. Was the student able to create a working fortune teller?
  1. **Materials**
* Paper
* Scissors
* Instructions
  1. **Anticipatory Set/Introduction**

*Last time we were together we started creating our own step by step instructions. I wanted to really take some time to figure out the best way to do this before we make our own step by step instructions. Have you ever made a paper fortune teller before?*

* 1. **Procedures**
* Teacher Modeling (I do):
  + *First things first, I am going to make a paper fortune teller, but I need your help. Each of you have the instructions to read as we go along.*
  + Do the first step
* Guided Practice (We do):
  + *What do you guys think would happen if I didn't read carefully?*
  + *Missed step - folded wrong*
  + *So it is very important to follow each step correctly? Because what will*

*happen at the end if I did not follow all the steps correctly? Our end product wouldn't work!*

* + *Now each of you is going to make your own paper fortune teller.*
  + *You are not going to write anything on it yet.*
  + *Do you have to follow all of the directions?* Yes *why?*
  + *You can ask me about any steps, but you must be very specific.*
    - *For example, which direction do I flip the paper in step three.*
  + *Do you feel like you can accomplish this goal?*
* Independent Practice/Application (You do):
  + *Children try the strategy on their own, following the directions.*
  + *Now that you have all finished, Do not write on your fortune tellers. We will use them in our next lesson.*
  + *Do you think there is any way to improve the step by step instructions we used today?*
  1. **Differentiation**
* Each student will create their own fortune teller and follow the directions to their own understanding. By doing so they are thinking and responding on their own level of understanding and knowledge.
* Some of the questions are opinion based which will allow all the students to take part and create ideas on their own level of understanding.
* For students with special needs such as a student with a learning disability, accommodations such as written instructions can be made. Also, each student will receive some level of individualized instruction throughout the guided reading group. As student ask questions and require reminders, the instruction can be individualized to a certain level. For example, if a student is unable to write on the sticky notes, they can simply talk about the answers or vice versa.

**1.9 Closure**

*I am so proud that each of you was able to focus, read all of the directions, and carefully complete each step. How do you feel about accomplishing this goal? Do you think we are ready to read another book next time and use our fortune tellers for a special activity?*

**2.0 Reflection on Planning**

**What:**

* Search Pinterest for activities for Non-Fiction Text
  + I came up with some ideas, but suddenly remembered fortune tellers. I wanted the students to literally do something and preferably create something in order to portray my behavioral ideas.
* Found instructions for a fortune teller with both text descriptions as well as pictures.
* Wrote behavioral objectives and created my Anticipatory Set, Behavioral Objectives and Teacher Modeling.
* Wrote Guided Practice, Independent Practice, and Closure.
* Wrote Differentiation, Standards & Objectives

**So What:**

* The object of the behavioral objectives was to help me construct a successful framework for our reading groups. I was having difficulty with behavior in my group because I had not set my students up with their expectations. By creating a lesson completely based on behavioral objectives, we were setting ourselves up for our future lessons.
* The lesson is creative and involves a product which helps students to understand and feel successful that they have completed something.

**Now What:**

* The behavioral objectives were so successful that I would venture to say I would start all of my future reading groups with a lesson like this one.
* The interactivity of the lesson made for an engaged and focused group.
* Our behavioral objectives culminated with a written agreement of guidelines for our reading group. The guidelines were signed by each group member. \*can be seen in the appendix

**2.1 Reflection on Instruction**

* This lesson was my most successful yet with this class. The behavioral objectives created a purpose, which was relevant and driven throughout the lesson.
* The students were generally focused on the task at hand versus everything else going on in the classroom.

**2.2 Appendix**



