



Lesson Plan: DLee's First Day of School

(Recommended Group Size: 1-3)

Lesson Rationale and Context:

The purpose of this lesson is to reinforce elements of a story.

Goal Statement:

The Learner Will Be Able To (TLWBAT) identify the characters, setting, and plot of the book DLee's First Day of School.

Objectives:

TLWBAT interact during read-aloud of books.

TLWBAT recall characters, setting, and plot of a story.

Related Standards:

Literacy:

- With prompting and support, ask and answer questions about key elements in a familiar text.
- With prompting and support, recall important facts from a familiar text.
- With prompting and support, make a connection between pieces of essential information in a familiar book.

Materials:

- DLee Props/Pictures



- Three Piece Storyboard

Anticipatory Set:

First have the children sit in preparation for Story Time. “It is story time, story time, story time. It is story time. S-T-O-R-Y.” Read the book DLee’s First Day of School. After reading, tell the child or children that they will be recalling the characters in the story, the setting or where the story took place, and the plot or problem in the story. Then advise the learners that they will be using the pictures and placing them on the story board in the appropriate space. There will be some pictures that do not go and it is up to them to decide based on what they recall from the story.

Lesson Procedure:

1. Read the book DLee’s First Day of School.
2. Provide students with oral directions of how to play the game in addition to modeling the directions of the activity.
3. If a child is having trouble, select another peer to assist them or assist them yourself.

Assessment:

The assessment for this lesson is a checklist with each child’s name, along with individual columns that says “identifies character, setting, and plot.” Then



under each column place a check mark representing whether or not the child was able to complete the task or not.

Adaptions/Modification Examples:

- For more advanced learners, take it a step forward and have the child drawing a picture reflecting their favorite part of the story.
- For children with visual impairments or who benefit from kinesthetic input, use glue, tape, or glitter to raise and add texture to the words on the pictures.