**College of Saint Mary**

**Lesson Plan Maker Variation for Early Childhood Education**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title:** Fall Writer’s Workshop | | | | |
| **Your name:**  Katharine Young | **Age or Grade Level:**  Kindergarten | | **Integrated Disciplines/Subjects:**  Writing | **Time frame for Lesson:**  30 min |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| Nebraska State Standards:  L.A.0.2.1.b: Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic | | | | |
| **Objectives:** The students will be able to write the sounds they hear. | | | | |
| **Assessment:** The teacher will be able to walk around the room and check student writing. | | | | |
| **Materials:**   * 4 square writing template | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Set up projector. Picture walk through fall pictures. “Oh, what colors do we see here?” “What is happening to the leaves here?” | | | | |
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| **Teacher will do:**   * Ask students to “what kind of pictures were we looking at?” “What all did we see?” * Listen to responses. * “Yes, we saw fall pictures. We walked through a park with many beautiful trees with the leaves falling.” * Today, we are going to write about four of our favorite things about fall. * The teacher will model on the board four things she loves about fall. * After each picture we will use different strategies like stretchy the snake, using our fingers and saying out loud the sounds we hear. * Trees. “T…. R…. E….S.” * Next picture: draw then sound out. * The teacher will go over the learning target: I can write the sounds I hear. * The teacher will have the students to close their eyes and think of FOUR ideas. Once they have their ideas open your eyes. * The teacher will hand out one paper at a time asking the students to name their four ideas. * “Kicking the leaves in the air, making a pile in the leaves, making a pattern with the colors of the leaves, etc” were all ideas. * Once they are done the teacher will come around, check their work, and conference with them on their ideas. | | **Student will do:**   * The students will follow along with our “picture walk” on the screen. * The students will name out what they are seeing. * They will follow the teacher to the board and listen to the teacher model the lesson. * The students will think about four things they love about fall. * They will go back to their seats and draw one picture then write the sounds they hear. Draw another picture and write the sounds they hear. Draw two more pictures and write the sounds they hear. * Conference with the teacher. | | |
| **Closure:** As the teacher is conferencing with each student, the teacher will ask what sounds they heard in the pictures they drew. | | | | |
| **Differentiation:**  Lower level learners: If they struggle coming up with ideas they can draw one idea and write the sounds that they hear.  Higher level learners: They can write a sentence for each of their four ideas. | | | | |
| **References:** *Mrs. Lehan* | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  *This lesson addresses the importance of creating ideas and using phonetic knowledge/sounds to write.*  **Teaching Methods/Strategies:**  *The teaching methods in this lesson include whole group, independent table work, and one on one conferencing.* | | | | |
| **REFLECTION**  *After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* | | | | |
| *Use the following thought questions to help you write your reflection.*   * *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?* * *Were the children productively engaged? How do I know?* * *What unplanned activities occurred? Why did these occur?* * *Did I alter my instructional plan as I taught the lesson? Why?* * *What additional assistance, support, and/or resources would have further enhanced this lesson* * *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?* | | | | |

Modified by Dr. M. K. Felton

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