

## Lesson Plan

Candidate <b>Nadiia Reber</b>	Date <b>03/10/2014</b>	Grade level <b>Kindergarten</b>
Subject & topic <b>Language Arts Sequencing</b>	<input type="checkbox"/> Single-day lesson <input type="checkbox"/> Multi-day lesson	<input type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class or group: <input type="checkbox"/> ELD 1 (Beginning) <input type="checkbox"/> ELD 2 (Early Intermediate) <input type="checkbox"/> ELD 3 (Intermediate) <input type="checkbox"/> ELD 4 (Early Advanced) <input type="checkbox"/> ELD 5 (Advanced) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient)		Name of instructional model <input type="checkbox"/> Direct instruction <input type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/> _____ Scoring rubric attached? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>English Only</b>		

**Content Objective:** by the end of the lesson the students will be able to correctly retell details of events in their own day as well as write about it.

**Language Objective:** students will be listening to the riddle, they will also be answering teacher's questions related to the book "My Day" as well have the opportunity to read parts of the story along with the teacher as a group. Students will engage in the think-pair-share activities where they will give answer to some of the questions that develop their critical thinking abilities. At the end of the lesson, students will write at least three sentences about their day.

**Content Standard/s:**

Common Core

[CCSS.ELA-Literacy.RL.K.2](#) With prompting and support, retell familiar stories, including key details.

**California English Language Development Standard/s:** there are no English Language Learners in class

**Materials, Technology, Visual Aids:**

- ≡ a book by Sindy McKay called "My Day"
- ≡ pictures/visuals related to some of the vocabulary words
- ≡ craft sticks with students' names on them
- ≡ pictures that depicts various events that students do throughout the day
- ≡ 26 worksheets
- ≡ 26 glue sticks

**Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:**

At the beginning of the lesson, students are going to be seated on the rug. Each students has a designated seat/square on the rug. Craft sticks with students names on them will be selected in a random order to ensure the students' participation in the class discussion. After reading of the book,

class discussion, the teacher will model to the students how to do the first part of the independent practice, students then will be asked to return to their seats. After they are done with the first part of the independent practice (sequencing events/pictures), they will return to the rug where the teacher will model for them how to do the second part of the independent practice (Writing).

**Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:**

- ≡ For Ernesto, Domenik and Ehren, my students with goals in speech, I will allow extra time to answer my questions or share comments. I will be providing an example of clear articulation by speaking at a slower pace and pronouncing the sounds of each word clearly and distinctly. During the transition time students are going to be asked to repeat a few sentences from a nursery rhyme, which will be especially beneficial for Ernesto, Domenik and Ehren.
- ≡ For the independent practice my struggling students will be seating with higher achieving students who will be able to model for them the correct way of doing the assignment. In addition to that, I will be providing necessary scaffolding for Tyler and Domenik.
- ≡ The worksheet will have slightly different pictures for girls and for boys. In this way, they will be able to better visualize the activities they do throughout their day.
- ≡ Fast achievers and fast finishers will be able to color their worksheets and add more details to their writing.

**Academic Language and/or Vocabulary to be introduced:**

Academic Vocabulary: order, correct order

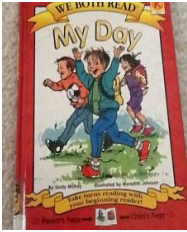
Vocabulary: sleepy head, disappear, a tad.

**Assessment or Evaluation Plan:** students will be given a few pictures that depict various things people do during the day. Students will choose at least four pictures, number them (numbers 1 through 4), color them and glue to a worksheet. Students then will write at least three sentences about their day.

#	Activity	Time
1	<p><b>Teacher:</b> good morning, boys and girls! Before we begin our lesson I would like you to listen to a riddle.</p> <p>Remember, boys and girls, listen to the riddle carefully. Only after I finish reading a riddle to you, you will raise your hand and tell me what you think it is. Are you ready?</p> <p>I have three letters in my name.            In the summer, I am very long. In winter, I am short.            When I start, you go to school.            When I finish, you go to bed.            When I am not there, you sleep.            Who am I?</p> <p><i>Read the riddle two times. If students are having difficulty responding, write the</i></p>	5 min

	<i>spaces for the three letters on the board. Have students guess each letter individually. When students guess that the correct response (DAY), ask “What do you do throughout your day?”</i>	
2	<b>Teacher (explanation of the objective):</b> there are so many activities that you do throughout the day! Today, boys and girls, we are going to talk about our day and things we do throughout our days.	Less than 1 min

### Body of the Lesson/Guided Practice

#	Activity	Time
1	<p><b>Teacher:</b> because we are talking about our days. Does anyone want to recite the days of the week? Very good! Let's do it all together!</p> <p><i>Students recite the days of the week as a group.</i></p> <p><b>Teacher:</b> who can tell me what days of the week usually come first? What days of the week are in the middle? What days of the week go last? This means that the days of the week come in order. Let's say the word “order” together.</p> <ul style="list-style-type: none"> <li>≡ Do you think that we do things in order every day?</li> <li>≡ Who can tell us the order of things we do when we come to school each morning?</li> <li>≡ Why do you think it is important that we do things in this order?</li> </ul>	2-3 min
2	<p><b>Teacher:</b> right now I would like to read to you a story written by Sindy McKay. The story is called “My Day”. The main character in the story also does things in order. We are going to see in which order he does his everyday things and what these things are</p>  <p><i>Cover of the book</i></p> <ul style="list-style-type: none"> <li>≡ By looking at the cover of the book, what do you think will happen in the story?</li> <li>≡ Who do you think is the character or characters in this story?</li> <li>≡ What would be the setting in the story? Where the story takes place?</li> <li>≡ Point to the front cover. Point to the back cover. Point to the title of the story.</li> </ul>	2-3 min
3	<p><b>Teacher:</b> before I start reading the book to you, I would like to tell you the meaning of some of the words that you will hear in the story.</p> <p><b>Sleepy head</b> – someone who likes to sleep. “I am a sleepy head”. Which of you is a sleepy head?</p> <p><b>disappear</b> – to make something go away. “I had a delicious cake on my plate. As I</p>	2-3 min

	<p>was eating it, it disappeared”. Which of you has made things disappear?”  <b>a tad</b> – a little. “I watch TV a tad”. What do you do a tad?”</p> <p><i>The teacher explains to the students the meaning of the words, provides the examples of sentences in the quotation marks and asks questions about the new words. She will show the students images for these words.</i></p>	
4	<p><i>The teacher starts reading the story encouraging students to join her in the interactive reading.</i></p>	5 min
5	<p><b>Teacher:</b> now, boys and girls, I would like you to answer some questions</p> <p><i>The teacher will use the think-pair-share method and ask students the questions below. After each think-pair-share activity, she will ask some of the students the same questions and elaborate on why some of the activities are done in the beginning of the day, and some of the activities are done later on.</i></p> <ul style="list-style-type: none"> <li>≡ What do you think about the story?</li> <li>≡ Did you like the story? If yes, why? If not, why?</li> <li>≡ What can you tell me about the boy? Does he have a many friends? How old do you think the boy is?</li> <li>≡ What are some of the activities that the boy did in the beginning of the day?</li> <li>≡ What are some of the activities the boy did in the middle of the day?</li> <li>≡ What are some of the activities the boy did in the end of the day?</li> </ul>	5 min

## Closing

#	Activity	Time
1	<p><b>Teacher:</b> now, boys and girls, we are going to describe some of the activities that we do during our day.</p> <ul style="list-style-type: none"> <li>≡ What are some of the activities that you do throughout your day?</li> </ul> <p><i>As students say what they do, the teacher asks them to demonstrate it. For example, “brushing teeth” or “eating breakfast”.</i></p> <p><b>Teacher:</b> I have four pictures on the board and a worksheet which you will have waiting for you when you go to your desks. I will write my name on the worksheet using my best writing.</p> <p>Who can tell me what you see in those pictures? Let's rearrange them in order, choose at least four of them and number them.</p> <p><i>The teacher has five pictures on the board. With students' prompting she chooses four pictures and puts numbers in the upper right corner of each picture as well as demonstrates how to glue the pictures in order. Afterwards, she directs the students to their desks and encourages them to do the same with their worksheets. The teacher's</i></p>	10 min

	<i>worksheet will be put aside in order to give students the opportunity to sequence their day independently. She monitors the progress and provides scaffolding to students if necessary.</i>	
2	<p><i>After the students are done, they are invited to go to the rug.</i></p> <p><b>Teacher:</b> now, boys and girls, we are going to write about our day.</p> <p><i>The teacher will provide the students with modeling how to write about the events in their day emphasizing that they need to write about the activities in the correct order, just like they glued the pictures. Afterwards, students are invited to go to their desks and work on writing about their day.</i></p>	10 min
3	<p><b>Teacher:</b> now you need to put your pencils away as well as put your worksheets in your desks. After you are done, please come to the rug.</p> <p>The teacher will ask the students the following questions:</p> <ul style="list-style-type: none"> <li>≡ What did we do during our lesson today?</li> <li>≡ What have you learned today?</li> <li>≡ Do you have any questions for me?</li> </ul>	2-3 min

The pictures that students are going to be using to sequence the events in their day are:

For Boys



For Girls (scanned)



**Rubric**

**Objective:** students are going to pick 4 pictures that describe their day and sequence them in the right order (from first to last). They will write at least three sentences about their day.

<b>Evaluative Criteria</b>	<b>Level 4 Excellent</b>	<b>Level 3 Proficient</b>	<b>Level 2 Marginal</b>	<b>Level 1 Unsatisfactory</b>
<u>Student picked at least 4 pictures that depict their day, and glued them to the worksheet in the correct sequence.</u>	Student picked 4 or more pictures and glued them to the worksheet in the correct sequence.	Student picked 3 pictures and glued them in the correct sequence or only three of the student's pictures were glued in the correct sequence.	Student picked 2 pictures and glued them in the correct sequence or only 2 of the student's pictures were glued in the correct sequence.	Student didn't pick any pictures and glued them to their worksheet or none of the student's pictures appear to be in correct sequence.
<u>Student wrote at least 3 sentences about their day.</u>	Student wrote 3 or more complete sentences about their day.	Student wrote 2 complete sentences about their day.	Student wrote 1 complete sentence about their day.	Student didn't write any complete sentences or wrote a few words that don't make a sentence.
<u>Penmanship and attention to detail.</u>	Student took time and effort to properly form all letters, write numbers on the pictures and neatly glue them to the worksheet.	Student took time and effort to properly form most letters, write numbers on the pictures and neatly glue most of them to the worksheet.	Student took time and effort to properly form some letters, write numbers on the pictures and neatly glue some of them to the worksheet.	Student didn't take enough time and effort to properly form letters or write numbers on the pictures. He/she didn't neatly glue some pictures to the worksheet.

