In my teacher's classroom, she uses a modified daily 5 plan instead of all daily 5. Since in Kindergarten, she uses a lot of the centers for letter recognition, sounds, and sight words.

One Center: consists of Independent work at their tables doing a lot of coloring, cutting, and sorting. Example would be the students were learning about shapes so the teacher had a worksheet with different shapes and they had to color, cut, and sort them on the paper.

Second Center: consists of the Paraprofessional helping students blend the sight words together. She does this by helping them sound out the word and blend them together.

Third Center: consists of the teacher helping them with letter recognition. She would help them with the sounds they make.

Fourth Center: consists of me helping the students on the floor with shapes and the colors. An activity I did on the floor consisted of building any item with different shapes. I would ask them what shapes they used to create their masterpiece. They also had be show each letter and some sight words to see if they knew it.

Fifth Center: consisted of them using technology having to deal with letters and sounds.

The children are split into groups called the hearts, circles, squares, and rectangles. The squares and rectangles are the higher achieving students while the hearts and circles struggle a little bit more. There are about 4-5 students in group. Each group is at each center for about 10-12 minutes. I have asked my teacher what would be a good concept to work on with these children during my rotation. Each day I plan on working with the students with different topics in my rotation center.

**College of Saint Mary**

**Lesson Plan Maker Variation for Undergraduate Students**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title:** | | | | |
| **Your name:**  **Brooke Martin** | **Age or Grade Level:**  **Kindergarten** | | **Integrated Disciplines/Subjects:**  **Reading/Language Arts** | **Time frame for Lesson: 30-40 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html) **and** [**NET-S**](http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2) **(as appropriate for the lesson):**  **LA 0.1.2.c Identify and produce oral rhymes**  **LA 0.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme,**  **rhythm, repetition, alliteration)** | | | | |
| **Objectives:** *Make certain to include When, Who, What and How (criterion for success) in your objectives. You may find terms related to* [*Bloom’s Taxonomy of Cognitive Development*](http://img.docstoccdn.com/thumb/orig/27373481.png) *helpful in formulating your objectives. Sample lead in phrases for writing learning objectives are listed below.*  During the activity, the child will be able to:  **OR**  The students will be able to:  *The students will be able to interpret rhyming words and invent their own rhyming words.* | | | | |
| **Assessment:** *Must link to the objective above – assessments can be either formative or summative. You must clearly describe strategies and tools used to document student learning.*  I would use formative assessment. While reading the students a rhyming book, I would ask them what words rhymed throughout the book. After, I would call on students to make their own rhyming words. Example: house; mouse.  I would then assess them in smaller groups to break down what they know individually by playing a matching/rhyming game. | | | | |
| **Materials:**  **Rhyming flash cards**  **Llama Llama Red Pajama book** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *How will you hook the students into your lesson? How will you involve as many as students as possible, piquing their interests for the subject matter to come? How will you inform your students of the lesson’s context and objective, in student-friendly language?*  *I will first off by reading the book Llama Llama Red Pajama. While reading the book, I would ask the students if they hear any rhyming words. If so, what? I would involve the students by calling on some asking what are some rhyming words. I would tell them we are doing rhyming words and have examples of them ready such as cat, hat.* | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* | | | | |
| **Teacher will do:**  **The teacher will go over examples of rhyming words.**  **The teacher will explain what rhyming words are.**  **The teacher will read the book Llama Llama Red Pajama.**  **The teacher will ask questions throughout the book.**  **The teacher will ask the students some rhyming words they know.**  **The teacher will then do daily 5.**  **The teacher will put in one group rhyming word cards.**  **The teacher will have cards that have pictures on them.**  **For example, a bug and a rug.**  **The teacher will lay out the cards and have the students find the cards that rhyming.**  **For the HAL students, the teacher will play a matching game with the cards.**  **The teacher will lay out the cards flipped over.** | | **Student will do:**  **The students will listen to the teacher talk about rhyming words.**  **The students will listen to the book Llama Llama Red Pajama.**  **The students will answer questions and tell the teacher some rhyming words they heard throughout the book.**  **The students will then come up with their own rhyming words.**  **The students will get in their small daily 5 groups.**  **The students will listen to the instructions for the small group.**  **The students will match the picture cards that are rhyming words.**  **The students will then help the teacher flip the cards over and play the matching game.**  **The students will learn how to match the rhyming words.** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  *After the students get done playing the rhyming matching game, I will ask the students what are some rhyming words they learned today. I would also have them individually tell me their own rhyming words they can come up with.*  *Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What’s: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)* | | | | |
| **Differentiation:**  *Describe how will you differentiate for varying student needs by identifying at least two distinct areas of learning needs and describing appropriate accommodations related to methods of instruction and student(s)’ ability to show evidence of learning*.  During the small session, there are different groups that rotate. There is the low, average, and high group. During the low group, I would just lay out the picture cards and I would say what the picture is out loud. I would read them all out loud and then I would ask them which one they thought matched.  With the higher group, I would play a matching game. I would flip over all the cards and they would pick two cards. If they did not rhyme, they would have to flip it back over. This also works on their memory. | | | | |
| **References:** *Include references used to prepare the lesson plan and references for items used in the lesson (ex. Books read to the students). NOTE: Make sure to acknowledge any co-authors if you are modifying a lesson that you may have created with another person,*  *My cooperating teacher gave me the rhyming picture cards and the book.* | | | | |
| **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:**  *Describe how your lesson addresses required content knowledge that you must help the students to understand.*  *The book will help the students understand rhyming words and what they are. The more examples they hear the better.*  *The picture words will be a repetition of rhyming words so they really understand them.*  **Teaching Methods/Strategies:**  *Identify the specific teaching method(s) that are included in this lesson and describe why you believe this/these method(s) will be effective in helping students meet the learning objectives?*  *I believe this strategy will be useful because it is a repetition of rhyming words. Picture ques also help them grasp the concept more.* | | | | |
| **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

January 20, 2014

**College of Saint Mary**

**Lesson Plan Maker Variation for Undergraduate Students**

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| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title:** | | | | |
| **Your name:**  **Brooke Martin** | **Age or Grade Level:**  **Kindergarten** | | **Integrated Disciplines/Subjects:**  **Reading/Language Arts** | **Time frame for Lesson: 12 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html) **and** [**NET-S**](http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2) **(as appropriate for the lesson):**  **LA 0.1 Reading: Students will**  **learn and apply reading**  **skills and strategies to**  **comprehend text.**  LA 0.1.2Phonological Awareness:  Students will demonstrate  phonological awareness  through oral activities. | | | | |
| **Objectives:** *Make certain to include When, Who, What and How (criterion for success) in your objectives. You may find terms related to* [*Bloom’s Taxonomy of Cognitive Development*](http://img.docstoccdn.com/thumb/orig/27373481.png) *helpful in formulating your objectives. Sample lead in phrases for writing learning objectives are listed below.*  During the activity, the child will be able to:  **OR**  The students will be able to:  The students will be able determine the letter N and the sound. | | | | |
| **Assessment:** *Must link to the objective above – assessments can be either formative or summative. You must clearly describe strategies and tools used to document student learning.*  I would use formative assessment.  The assessment will be by asking them the letter and the sound it makes. I will hold up a picture of a Nail and ask them if the nail starts with the letter N. Another example would be I would hold up a picture of a Monkey and ask if it starts with the letter N. | | | | |
| **Materials:**  **Pictures that start with letter N**  **Pictures that do not start with letter N** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *How will you hook the students into your lesson? How will you involve as many as students as possible, piquing their interests for the subject matter to come? How will you inform your students of the lesson’s context and objective, in student-friendly language?*  *I will hook the students first by having them sing the ABC's. The cooperating teacher told me they struggle with this letter because they seem to skip over the N while singing LMNOP. I will put a emphasize on the N while doing this.* | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* | | | | |
| **Teacher will do:**  **The teacher will have them sing the ABC's with her in the big group.**  **The teacher will split up the students into their daily 5 groups.**  **The teacher will get pictures of words that start with letter N**  **The teacher will get pictures that do not start with letter N**  **The teacher would review the sound the letter N makes.**  **The teacher will hold up the pictures and ask the students if the picture starts with the letter N. If not, what letter does it start with.**  **After 12 minutes, the teachers will have the group rotate.**  **(The pictures will be given by the cooperating teacher which are lamanated)** | | **Student will do:**  **The students will sit on the carpet rug.**  **The students will listen to the teachers instructions and sing the ABC's**  **The students will split up into their groups.**  **The students will answer the questions whether or not it starts with the letter N.**  **The students will tell the teacher the sound the letter N makes.** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  *At the end, I will review what sound does N make and where at in the alphabet does N fall in. I will have them give me examples of words that start with N.*  *Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What’s: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)* | | | | |
| **Differentiation:**  *Describe how will you differentiate for varying student needs by identifying at least two distinct areas of learning needs and describing appropriate accommodations related to methods of instruction and student(s)’ ability to show evidence of learning*.  During the small session, there are different groups that rotate. There is the low, average, and high group. During the low group, I would first give them all words that start with N. I would say Nail starts with N and really emphasize the sounds. With higher achiever learners, I would put in pictures that do not start with N and have them tell me what letter they think it starts with. | | | | |
| **References:** *Include references used to prepare the lesson plan and references for items used in the lesson (ex. Books read to the students). NOTE: Make sure to acknowledge any co-authors if you are modifying a lesson that you may have created with another person,*  *My cooperating teacher will give me pictures that are laminated.* | | | | |
| **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:**  *Describe how your lesson addresses required content knowledge that you must help the students to understand.*  *This will help the students understand letter concepts and sounds.*  **Teaching Methods/Strategies:**  *Identify the specific teaching method(s) that are included in this lesson and describe why you believe this/these method(s) will be effective in helping students meet the learning objectives?*  *I believe this strategy will be useful because it will help the students recognize letters and the sound it makes. Since in Kindergarten, the students need to take a letter by week and really concentrate on that letter.* | | | | |
| **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

January 20, 2014

**College of Saint Mary**

**Lesson Plan Maker Variation for Undergraduate Students**

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| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title:** | | | | |
| **Your name:**  **Brooke Martin** | **Age or Grade Level:**  **Kindergarten** | | **Integrated Disciplines/Subjects:**  **Reading/Language Arts** | **Time frame for Lesson: 12 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html) **and** [**NET-S**](http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2) **(as appropriate for the lesson): LA0.1.2.a**  **Blend and segment**  **phonemes in spoken words**  **(e.g., initial, medial vowel,**  **and final sounds**  **[phonemes]; recognize**  **same sounds in different**  **words).** | | | | |
| **Objectives:** *Make certain to include When, Who, What and How (criterion for success) in your objectives. You may find terms related to* [*Bloom’s Taxonomy of Cognitive Development*](http://img.docstoccdn.com/thumb/orig/27373481.png) *helpful in formulating your objectives. Sample lead in phrases for writing learning objectives are listed below.*  During the activity, the child will be able to:  **OR**  The students will be able to:  The students will be able to identify sight words and letters using magnets | | | | |
| **Assessment:** *Must link to the objective above – assessments can be either formative or summative. You must clearly describe strategies and tools used to document student learning.*  I would use formative assessment.  The assessment will asking them after they created a sight word with magnets, what sight word did they spell. I will also ask them using what letters. | | | | |
| **Materials:**  **Magnets**  **Magnet board** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *How will you hook the students into your lesson? How will you involve as many as students as possible, piquing their interests for the subject matter to come? How will you inform your students of the lesson’s context and objective, in student-friendly language?*  *I will hook the students first by having them play with the magnets for a minute. This way they all get a chance to put the magnet on the board. I will also show them the sight word cards and ask them what the words are.* | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* | | | | |
| **Teacher will do:**  **The teacher will have the students get in their small groups.**  **The teachers will show the students the sight words and ask what they are.**  **The teachers will then get out the magnets and magnet board.**  **The teachers will ask the students what the letters are and then spell out a sight word.**  **The teachers will have the students blend the words together to sound out the sight words.**  **The teachers will have them spell their names on the magnet board. The teachers will have to students clean up all the magnets and put them back nicely.** | | **Student will do:**  **The students will get in their assigned small groups.**  **The students will look at the sight words and tell the teacher what they are.**  **The students will look at the magnets and identify the letters and their sounds.**  **The students will then found the correct letters to spell out a sight word using the magnets.**  **At the end, the students will spell their names.**  **The students will clean up the magnets and put them back nicely.** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  *At the end, I will ask the students to spell their names with the magnets. This will help them identify the letters in their names.*  *Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What’s: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)* | | | | |
| **Differentiation:**  *Describe how will you differentiate for varying student needs by identifying at least two distinct areas of learning needs and describing appropriate accommodations related to methods of instruction and student(s)’ ability to show evidence of learning*.  During the small session, there are different groups that rotate. There is the low, average, and high group. During the low group, I would have them recognize the letters and the sounds. If correct, I would have them put the magnet on the magnet board. For the higher learners, I would show them sight words and then have them tell me what it says. I would them have them spell it out on the magnet board. | | | | |
| **References:** *Include references used to prepare the lesson plan and references for items used in the lesson (ex. Books read to the students). NOTE: Make sure to acknowledge any co-authors if you are modifying a lesson that you may have created with another person,*  *My cooperating teacher will give me magnets and magnet boards.* | | | | |
| **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:**  *Describe how your lesson addresses required content knowledge that you must help the students to understand.*  *This will help the students understand letter recognition, sounds, and sight words. Using magnets is a fun way to learn.*  **Teaching Methods/Strategies:**  *Identify the specific teaching method(s) that are included in this lesson and describe why you believe this/these method(s) will be effective in helping students meet the learning objectives?*  *I believe this strategy will be useful because it will help the students recognize letters and the sound it makes.* | | | | |
| **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

January 20, 2014

**College of Saint Mary**

**Lesson Plan Maker Variation for Undergraduate Students**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title:** | | | | |
| **Your name:**  **Brooke Martin** | **Age or Grade Level:**  **Kindergarten** | | **Integrated Disciplines/Subjects:**  **Reading/Language Arts** | **Time frame for Lesson: 12 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html) **and** [**NET-S**](http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2) **(as appropriate for the lesson):**  **LA 0.1.2.c Identify and produce oral**  **rhymes.** | | | | |
| **Objectives:** *Make certain to include When, Who, What and How (criterion for success) in your objectives. You may find terms related to* [*Bloom’s Taxonomy of Cognitive Development*](http://img.docstoccdn.com/thumb/orig/27373481.png) *helpful in formulating your objectives. Sample lead in phrases for writing learning objectives are listed below.*  During the activity, the child will be able to:  **OR**  The students will be able to:  The students will be able to recognize the rhyming words and identify if they rhyme. | | | | |
| **Assessment:** *Must link to the objective above – assessments can be either formative or summative. You must clearly describe strategies and tools used to document student learning.*  I would use formative assessment.  The assessment will see if the students can remember what rhyming words are from the last lesson I did with them using picture cards. I will assess them by having them put the sticks where they think it belongs. | | | | |
| **Materials:**  **Sticks**  **Jars**  **Tape**  **Rhyming words** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *How will you hook the students into your lesson? How will you involve as many as students as possible, piquing their interests for the subject matter to come? How will you inform your students of the lesson’s context and objective, in student-friendly language?*  *I will hook the students by first asking them if they remember what rhyming words are. I would show them the materials and ask them if they can tell me too words that rhyme.* | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* | | | | |
| **Teacher will do:**  **The teacher will ask the students if they remember what rhyming words are.**  **The teacher will ask the students if they can give an example of rhyming words.**  **The teacher will ask the students to break up into their small groups.**  **The teacher will then separate the jars with different words on them.**  **The teacher will then hand out a stick at a time to the students.**  **The teacher will explain that the words are and see if they can place their stick into the correct rhyming jar.**  **The teacher will explain if it is correct or incorrect.**  **The teacher then hand them a new stick to try and figure out.**  **The teacher will then ask the students if they can think of a different word that would rhyme with the jar.**  **The teacher will then have the students pick up their sticks when they are done.** | | **Student will do:**  **The students will give examples to the teacher what rhyming words are.**  **The students will break up into their daily 5 groups.**  **The students will wait and listen for instructions.**  **The students will receive a stick with a word.**  **The students will be asked to place their stick with a word into a jar where they think the word rhymes.**  **The students will then be handed another stick until the next time.**  **The students will then see if they can come up with their own rhyming words.**  **The students will quietly pick up the sticks when done.** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  *At the end, I will ask the students to spell their names with the magnets. This will help them identify the letters in their names.*  *Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What’s: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)* | | | | |
| **Differentiation:**  *Describe how will you differentiate for varying student needs by identifying at least two distinct areas of learning needs and describing appropriate accommodations related to methods of instruction and student(s)’ ability to show evidence of learning*.  During the small session, there are different groups that rotate. There is the low, average, and high group. During the low group, I would first start off my giving examples of rhyming words. I would maybe even bring pictures of the words if it will help them. During the HAL students, I would have them come up with their own rhyming word that matches with a word I give them. | | | | |
| **References:** *Include references used to prepare the lesson plan and references for items used in the lesson (ex. Books read to the students). NOTE: Make sure to acknowledge any co-authors if you are modifying a lesson that you may have created with another person,*  *Pinterest* | | | | |
| **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:**  *Describe how your lesson addresses required content knowledge that you must help the students to understand.*  *This will help the students understand rhyming words. This lesson will help them sort the correct word so it rhymes with the corresponding jar.*  **Teaching Methods/Strategies:**  *Identify the specific teaching method(s) that are included in this lesson and describe why you believe this/these method(s) will be effective in helping students meet the learning objectives?*  *I believe this strategy will be useful because it will be a repeat of rhyming words and a fun way to learn about them.* | | | | |
| **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

January 20, 2014



**College of Saint Mary**

**Lesson Plan Maker Variation for Undergraduate Students**

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| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title:** | | | | |
| **Your name:**  **Brooke Martin** | **Age or Grade Level:**  **Kindergarten** | | **Integrated Disciplines/Subjects:**  **Reading/Language Arts** | **Time frame for Lesson: 12 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html) **and** [**NET-S**](http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2) **(as appropriate for the lesson):**  LA 0.1.2.a  Blend and segment  phonemes in spoken words  (e.g., initial, medial vowel,  and final sounds  [phonemes]; recognize  same sounds in different  words).  LA 0.1.3.a  Match individual consonant  and short vowel sounds to  appropriate letters when  reading, writing, and  spelling grade-level text. | | | | |
| **Objectives:** *Make certain to include When, Who, What and How (criterion for success) in your objectives. You may find terms related to* [*Bloom’s Taxonomy of Cognitive Development*](http://img.docstoccdn.com/thumb/orig/27373481.png) *helpful in formulating your objectives. Sample lead in phrases for writing learning objectives are listed below.*  During the activity, the child will be able to:  **OR**  The students will be able to:  The students will be able to recgonize the beginning sound by using a picture card. | | | | |
| **Assessment:** *Must link to the objective above – assessments can be either formative or summative. You must clearly describe strategies and tools used to document student learning.*  I would use formative assessment.  The assessment will be seeing if the students know the letters and sounds. As the teacher puts out a letter card, the students must tell the teacher what letter it is and the sound it makes. Later, they have to put a picture card underneath the correct letter. Example: If the card was the letter L, the student would have to put the picture card of a lamp underneath L. | | | | |
| **Materials:**  **Letter cards**  **Picture cards** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *How will you hook the students into your lesson? How will you involve as many as students as possible, piquing their interests for the subject matter to come? How will you inform your students of the lesson’s context and objective, in student-friendly language?*  *I will hook the students by first showing them the picture cards. I would ask the students what the picture is of so they know the correct word and they can sound out the first word.* | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* | | | | |
| **Teacher will do:**  **The teacher will show the students 3 letter cards.**  **The teacher will show them the letter A, S, and T.**  **The teacher will ask the students what letter they are.**  **The teacher will then ask them what sounds do they make.  The teacher will repeat that step a couple times so it is in their head.**  **The teacher will then show the students the picture cards.**  **The teacher will make sure the students know what the picture is of.**  **The teacher will give the students which one picture card.**  **The teacher will have the students place their picture card underneath the correct letter they think it belongs.**  **The teacher will ask the student why the card goes there.**  **The teacher will then had them a new card after they are done.**  **The teacher will then have the student pick up the cards and give back to the teacher.** | | **Student will do:**  **The students will be shown 3 letter cards A, T, and S.**  **The students will answer the question of what letters they are and what sounds they make.**  **The students will be shown picture cards.**  **The students will tell the teacher what each picture is of.**  **The students will be given each a picture card to place underneath the correct letter card.**  **The students will explain to the teacher why they put it under that letter. For example: T makes a "t" sound.**  **The students will then be given another card.**  **The students will then clean up their mess, and rotate to the next station.** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  *At the end, we will review any pictures cards that each student missed. This way they know why the missed it and what the correct answer is.*  *Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What’s: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)* | | | | |
| **Differentiation:**  *Describe how will you differentiate for varying student needs by identifying at least two distinct areas of learning needs and describing appropriate accommodations related to methods of instruction and student(s)’ ability to show evidence of learning*.  During the small session, there are different groups that rotate. There is the low, average, and high group. During the low group, I would first start off by giving them cards that all begin with the same letter. Eventually, if they understand it give them a different card. With the high group, pull in a different letter card and get picture cards to match that letter. | | | | |
| **References:** *Include references used to prepare the lesson plan and references for items used in the lesson (ex. Books read to the students). NOTE: Make sure to acknowledge any co-authors if you are modifying a lesson that you may have created with another person,*  *My cooperating teacher.* | | | | |
| **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:**  *Describe how your lesson addresses required content knowledge that you must help the students to understand.*  *This will help the students understand beginning sounds.*  **Teaching Methods/Strategies:**  *Identify the specific teaching method(s) that are included in this lesson and describe why you believe this/these method(s) will be effective in helping students meet the learning objectives?*  *I believe this strategy will be useful because it is a hands on activity with pictures. This way, it is a fun way to learn beginning sounds.* | | | | |
| **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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