

## Lesson Plan Template

Grade: Kindergarten		Subject: English	
Materials: Poster board – Simple Sentences, printed out simple sentences, cut out printed words that make the simple sentences, paper bag		Technology Needed: None	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>L.1 Within the context of authentic English writing and speaking Introduce: c. Produce complete sentences in shared language activities.</li> </ul>		<b>Differentiation</b> <p><b>Below Proficiency:</b> The student will find it difficult to produce a complete sentence. Assist the student by providing more examples of simple sentences and helping them through the activity.</p> <p><b>Above Proficiency:</b> The student will find producing complete sentences easy. Provide longer and harder sentences for these students to find the who or what did something and what they did. Asking the students to write out the sentence.</p> <p><b>Approaching/Emerging Proficiency:</b> The student will be able to produce complete sentences. Providing harder sentences for them to work through.</p> <p><b>Modalities/Learning Preferences:</b> Kinesthetic, Visual</p>	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>The students will be able to produce complete sentences.</li> </ul> <p><b>Bloom’s Taxonomy Cognitive Level:</b> Application</p>			
<b>Classroom Management-</b> (grouping(s), movement/transitions, etc.) Counting on fingers of the steps they are going to do. Excuse kids by the rows on their carpets. Row 1, 2, 3. To grab attention Teacher says “Classidy Class” – student response “Yessidity Yes”		<b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> <li>Students will sit criss cross apple sauce at the carpet.</li> <li>Students will wait until their row is called to move from the carpet.</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>Poster board – Simple Sentences will be put up on the board for all students to see</li> <li>Printed out simple sentences</li> <li>Cut out printed words that make the simple sentences</li> <li>Paper bag</li> </ul>		
	<b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> <li>Have all students sit criss cross apple sauce on the carpet area on a dot.</li> <li>“Learners we are going to learn about sentences today! Does anyone know what a sentence is?” – answers will vary. “A sentence is a complete thought, starts with a capital letter, and ends with a punctuation. An example of this would be “The green frog hopped onto a lily pad.” “The green frog. Is not a complete sentence.”</li> </ul>		
	<b>Explain:</b> (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> <li>“Learners we are now going to work together to form our complete sentences.”</li> <li>Write on the white board and say it – “The mighty lion roars and paces. Now let’s check it with the three key points from our poster! Is this a complete thought? – yes. Does this start with a capital letter? – yes. Does it end with a punctuation mark? – yes. Underline these aspects while going through it.               <ul style="list-style-type: none"> <li>Do a couple more sentences and have students come up after turn and talks with a friend and underline the capital letter and the punction mark.</li> </ul> </li> <li>Once students get it move on</li> </ul>		
	<b>Explore:</b> (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)		

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	<ul style="list-style-type: none"> <li>• “Learners you are now going to explore simple sentences with a partner. I will choose your partner for you. Your partner and you will be given a bag with the printed out sentences and cut out printed words that make the sentences. You will read the sentence and then work with your partner to make the sentence the with the cut out printed words.             <ul style="list-style-type: none"> <li>○ Do a demonstration of this.                 <ul style="list-style-type: none"> <li>▪ “First, I am going to pair you up. Second, I will hand you a bag that has the printed out simple sentences and cut out printed words that make the simple sentences. Third you will find a spot in the room to work with your partner. Kapish” students respond “Kaposh”</li> <li>▪ Pair students and hand them the simple sentences and cutouts</li> <li>▪ Allow time for students to explore</li> </ul> </li> </ul> </li> </ul>
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>• Say “Classidity class” to get students attention – students should respond “yessidity yes”</li> <li>• “I need you all to first put the simple sentences and cut out simple sentences in the bag. Second bring the bag up to the carpet area and hand them to me. Third sit on your carpet spot. Kapish” students – “Kaposh”</li> <li>• Once all students are in their carpet spots and listening with listening ear then I will begin to do the review.</li> <li>• When I say go you are going to discuss with your thinking partner if you thought this was hard? And GO             <ul style="list-style-type: none"> <li>○ Classidity class, Which sentence was the hardest to make? And GO</li> <li>○ Classidity class, What are the three points we need to have to make a complete sentence? And GO</li> </ul> </li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>          Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> <li>• Observing students working through the complete sentences cutouts and watching them put the sentence together with a partner.</li> </ul> <p><b>Consideration for Back-up Plan:</b> If students are more advanced maybe have them write out the sentence.</p>	<p><b>Summative Assessment (linked back to objectives)</b>          End of lesson:</p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <ul style="list-style-type: none"> <li>- <b>What Went Well:</b> This lesson overall worked well with this group of students. They were able to have good discussions with their peers about whether they thought the sentences were complete sentences or not. The students really enjoyed having the privilege to come up to the board and underline the capital letter and the punctuation mark. Students caught onto the complete sentences quickly and loved doing every second of the lesson. The students really enjoyed playing the simple sentences game.</li> <li>- <b>What Was Challenging:</b> I think what was challenging was trying to differentiate to make this lesson harder for the students that caught on so quickly. The students that caught on quickly found it easy to do the simple sentence game and I think I should have taken my advice on the lesson, but forgot about, and had them write the sentence after they were done forming the sentence.</li> <li>- <b>What I Would Change:</b> Something I would change in this lesson is not making the simple sentences so easy to figure out. The students really enjoyed the simple sentences game, but I think if I would have thrown in a few harder simple sentences that it would have been more challenging for those students that found it so easy.</li> <li>- <b>What the Students Learned:</b> The students learned about simple sentences and what a simple sentence needs for it to be considered a simple sentence. They learned that a sentence needs a punctuation, capital letter, and it needs to have a complete thought. Overall, I think the students could have been challenged a little more, but they understood what I was teaching them.</li> </ul>	