

### Lesson Plan 4 (Washburn)

<b>Grade:</b> Kindergarten	<b>Subject:</b> Language Arts (Reading a Book)
<b>Materials:</b> Reading Book "The Easter Egg" By: Jan Brett Sticky Notes	<b>Technology Needed:</b> NA
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard(s)</b> K. <b>RL.1</b> With prompting and support, ask and answer questions about key/supporting details in a text before, during, and after reading. K. <b>RL.3</b> With prompting and support, identify characters, settings, and major events in a story.	<b>Differentiation</b>  <b>Below Proficiency:</b> Students will be asked simple yes or no questions. They will have a little guided help when answering. With guided help, they will be able to answer who the characters are and where it takes place.  <b>Above Proficiency:</b> Students will be able to answer more than yes or no questions. They will also make predictions on what they think might happen next.  <b>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</b> Auditory: listening to the book Visual: looking at the pictures from the book Tactile: using their hand to write on the anchor chart Kinesthetic: NA
<b>Objective(s):</b> The students will be able to sit and listen to the whole book and then answer the questions throughout the book or at the end. The students will also be able to point out to be who the characters are, where they are and anything that happened in the book.  <b>Bloom's Taxonomy Cognitive Level:</b> Remember & Understand	(This content is integrated into the Differentiation section above.)
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will be asked to sit on their rug spots quietly. They can raise their hands if they have questions. The students need to be respectful when I am reading and when their classmates are talking. Students will be split into groups depending on how Mrs. Hair wants them to (since she knows how well they work together).	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> When the teacher is talking, they have their listening ears on. They have all the materials that they need. They are being respectful to the teacher and their other classmates.
<b>Minutes</b>	<b>Procedures</b>
4	<b>Set-up/Prep:</b> Look at the book and have sticky note questions on pages that I want to ask questions on.

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<b>3</b>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>Make sure all the students are in their spots and are sitting quietly and read for you to read the story.          I will ask the students, “Does anyone know what a main character is?”          Some answers might be, “who the story is mainly about, etc.”          Allow time for students to answer          If someone doesn’t answer correctly say, “a main character is who is involved in the story and the story is about them.” Make sure to say that there can be other characters but told we will be focusing on the main one.          I will ask the students, “Does anyone know what a setting is?”          Some answers might be, “my house, school, etc.”          Allow time for students to answer          I will say, that “a setting is, a place where an event takes place.”          After that I will transition into explain what book we are going to be reading and how will be asking questions throughout the book</p>
<b>2</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>Our book is about Hoppi. He is a bunny, and he wants to make a beautiful egg for Easter.          That is all I am going to tell you now Kindergartens.          So, somethings that I want you to do while I am reading,          Number 1: listen carefully to who is the main character.          Number 2: listen to where the book takes place and where the main character is going.          Okay kindergartens you need to make sure you are listening to the story.          I going to see how well you are listening to details.          I might also ask you some questions as I read so make sure you are paying attention.          After we are done reading the book I will split you into groups, so make sure everyone is listening.          After that I will transition into reading the book</p>
<b>15</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ol style="list-style-type: none"> <li>1. On page eight, I will ask the question, “will Hoppi ever find a way to make a beautiful egg?”              Some students might say, “yes he will, just give him time, no we won’t, etc.”              Allow time for students to answer</li> <li>2. On page eleven, I will ask the question, “would you take care of an egg like Hoppi does?”              Some students might say, “yes I would love to take care of an egg like that, no that is weird, etc.”              Allow time for students to answer</li> <li>3. On page thirteen, I will ask the question, “Who’s egg was missing?”              Some students might say, “Hoppi, I have no idea, etc.”              Allow time for students to answer</li> <li>4. On the last page, I will ask the students, “did Hoppi get to help the Easter Bunny and if so, did he enjoy it?”              Some students might say, “yes, he did, and he had so much fun doing it, no he didn’t. etc.”              Allow time for students to answer</li> <li>5. After we are done reading the book. I will then split the students up into groups (group 1 will be writing about the main character) &amp; (group 2 will be writing about where the story took place (setting)).</li> <li>6. Once they are split into groups, I will then tell the students that they need to get together and write on an anchor chart about the story. The students writing about the setting, will talk about where the story took place. The students writing about the main character, will write about characteristics of Hoppi.</li> <li>7. You might have to explain what characteristics are, (ex. Hoppi is a rabbit).</li> <li>8. Now group 2 will be writing about where the story took place.              You can give them a hint, “in the forest.” Make sure they know there are more places that he went.</li> <li>9. After that we will transition into the review section</li> </ol>
<b>5</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>Now I will ask the students who wrote about the setting (where the story took place) what did they write on their anchor chart.          After they are done explaining, we will then go into the main character group, and they will do the same thing that the setting group did.          After we are done with that, I will ask them, “How can you use this information when you are reading books now.”          Some students might be say, “I can understand books better now, etc.”          Allow time for students to answer.</p>

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After that we will transition into the activity that Mrs. hair has planned for them.	
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <p>I will ask questions as we are reading the book. I will also ask questions as the students are working on the main character and setting anchor chart.</p> <p><b>Consideration for Back-up Plan:</b> Reading a different book if they have already read that book.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <p>The students will be able to answer questions that they are asked throughout the book, while they are listening and looking at the pictures. As I read the book they will ask questions, if they need to or they will raise their hand if they are confused about something. The students will also be able to write about the main character and the setting.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>So, I was not able to teach this actual lesson, but I was able to read a book and do something different! I read the book bugs. I do not remember who it was by, but it was a fun and funny book! The students loved it. After I was done reading, I did a "all about insect interactive book" this was what Mrs. Hair had planned for that day. Overall, this lesson went well even though it was not what I had planned! I am getting better if something happens or goes wrong, just to go with the flow! I feel like that is all I can say about this lesson because it wasn't really mine to start with. I also wouldn't change anything if I did this lesson again!</p> <p><b>Mrs. Hair Notes:</b></p> <ul style="list-style-type: none"> <li>• Read aloud, "Bugs"</li> <li>• Stopped to ask questions for understanding</li> <li>• Voice level was great and expression (helps keep them engaged)</li> <li>• Vocabulary for tricky words</li> <li>• Synonyms helps understanding</li> <li>• They love goofy books</li> <li>• All about Insects interactive book</li> <li>• Completed together</li> <li>• Pencils up when ready- good strategy</li> <li>• Sounding out together</li> <li>• Get practice</li> <li>• Gives what materials to use</li> <li>• Students share what they drew</li> <li>• Read twice if everyone wasn't reading-&gt; GOOD!</li> <li>• Inventive spelling is such a good practice</li> <li>• I liked how students helped you instead of telling them</li> <li>• Face choices for drawing- gives them ownership!</li> <li>• "What should you do?" if students were missing colors- LOVE THAT!</li> <li>• Pointed out students who were working hard</li> <li>• Pencils up to show who's reading</li> <li>• Great job!</li> <li>• The students responded so well to you! We loved having you in our room!</li> </ul>	