

Lesson Plan # 2

Grade: Pre-K		Subject: Language Arts (Reading a book)	
Materials: Reading Book "How to Catch a Leprechaun" By: Adam Wallace illustrated by Andy Elkerton		Technology Needed: NA	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <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:	
Standard(s) Goal P-LIT 5. Child asks and answers questions about a book that was read aloud. (36-60 months)		Differentiation Below Proficiency: Students will be asked simple yes or no questions. They will have a little guided help when answering. Above Proficiency: Students will be able to answer more than yes or no questions. They will also make predictions on what they think might happen next. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory: listening to the book Visual: looking at the pictures from the book Tactile: NA Kinesthetic: NA	
Objective(s) 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. Bloom's Taxonomy Cognitive Level: Remember & Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be to sit in their table 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. When asked to come up to the front to count, they will need to be respectful and do their job.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) 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	
Minutes	Procedures		
4	Set-up/Prep: Look at the book and have sticky note questions on pages that I want to ask questions on.		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The students will be sitting in their spots. Some questions I will ask are, "have you ever thought about trapping a leprechaun?" Some answers might be, "no, omg that would be so cool, where do leprechauns live, what is a leprechaun, what are traps, etc. Allow students time to answer		
3	Explain: (concepts, procedures, vocabulary, etc.) Make sure to have your listening ears on throughout the book. If you have any questions, please ask but you need to make sure to raise your hand.		
7	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) 1. On the first page, I will ask the question, "Where is the Leprechaun?" 2. I will have one student come up and point to where he is.		

Lesson Plan # 2

	<ol style="list-style-type: none"> 3. On the second page, I will ask the question, "How many gold coins do you see?" 4. I will have one student come up and count how many coins there are. 5. On the fifth page I will ask the question, "where is the Leprechaun." 6. I will have another student come up and point to where he is at. 7. On the tenth page, I will ask the question, "Where are the shoes at?" 8. I will have another student com up and point to where the shoes are. 9. On the eleventh page, I will ask the question, "How many robots do you see?" 10. I will have another student come up and count how many robots there are. 11. We will finish the book and then transition into the review part
3	<p>Review (wrap up and transition to next activity):</p> <p>At the end, I will ask the students "what was your favorite part about the book?" Some answers might be, "all of the leprechauns"," the plan to trap a leprechaun," etc. After that we will then transition into the next activity that Mrs. Zenker has planned for them</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>The students will be able to answer questions that 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.</p> <p>Consideration for Back-up Plan: Reading a different book if they have already read that book.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The students will understand the book and ask questions if they are confused.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I should have had more students come up. Maybe not have done it during snack. Them seemed to listen, I feel like they were more focused on the book then eating snack, so snack took us longer. They were excited when I would ask them questions. They were all involved. At the end, everyone talked and raised their hand. I asked the students if the leprechaun came to visit any of them. They loved that question, and all answered. There was involvement from everyone. I think the lesson went well. I really enjoyed reading to the kids. They learned how to answer questions while I was reading and they were eating snack.</p>	