

Lesson Plan Template

Date: _____

Grade: Kindergarten		Subject: Reading	
Materials: "Hickory Dickory Dock" book, dry erase markers, name sheets for writing on, magnetic letter trays		Technology Needed:	
Instructional Strategies: <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)		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: small group	
Standard(s) RL.1 With prompting and support, ask and answer questions about key/supporting details in a text before, during, and after reading. RL.2 With prompting and support, retell familiar stories, including key/supporting details. RF.4.a Read with sufficient accuracy and fluency to support comprehension. Read grade level text with purpose and understanding.		Differentiation Below Proficiency: Student will receive help from the teacher as they are reading. Can use tools around the room to help them with spelling words (i.e. posters). Above Proficiency: Student will be able to read the book again or the poem in the front of the book. Student will be given extra words to spell out. Approaching/Emerging Proficiency: Student will complete activity as is. Modalities/Learning Preferences: Auditory: speaking the directions, slowing down and breaking down how the teacher says the site words or new vocab the students are writing Visual: looking at the visuals as a tool when writing, teacher can write the site word on a white board and show the students Tactile: using their hand to pick out the magnetic letters and spelling out the words that way	
Objective(s) By the end of the lesson, students will be able to read Hickory Dickory Dock will little to no assistance. Students will be able to retell the story with a beginning, middle, and end. Bloom's Taxonomy Cognitive Level: analyzing and evaluating		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Voices silent, ears listening, bodies still, eyes watching when listening to the teacher explain what they are to be doing. • Work nicely and appropriately on their own. • Follow directions of the teacher. • Keep their markers on their own paper 	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students names are called off for the small group activity. • They will walk and grab their book boxes and then come to the table and begin by writing their names on their sheets. • Voices are at a whisper when talking during small group. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Voices silent, ears listening, bodies still, eyes watching when listening to the teacher explain what they are to be doing. • Work nicely and appropriately on their own. • Follow directions of the teacher. • Keep their markers on their own paper 	
Minutes	Procedures		
1	Set-up/Prep: <ul style="list-style-type: none"> • Have enough books ready for each student in the small group. • Have magnetic letter trays ready for each student in the small group. • Have the name sheets and dry erase markers out for each student in the small group. 		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Call over the 4-5 students who are in the small group. • Remind them to start by tracing their name on the sheet and then writing it again below. • Go around and check each students spelling and writing. Have them fix or write again anything they might need to do again. • Tell them to write the sight word "they" on their white boards. Once everyone has written it then, write it on your white board and show it to them. Have them fix it if they spelled it wrong. • Repeat this again with the site words "said" and "play." • "Once you have finished writing your site words, put the cap on your markers." 		
3	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • "This book is called 'Hickory Dickory Dock' and it is about a mouse who races up and down a clock." • "You will read it to find out how fast the mouse can run up and down the clock." • Hand out the books to each of the students. • "Now let's look through the pages quick before you read it. There a few new words you will need to know." • "The first word is could." Write could on the white board and show it to the students. Have them write is on their sheets. Repeat this with the word "one o'clock." • "One o'clock is just the way of saying what time it is." 		

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10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • “You may begin reading the book.” • Listen to each student read a page at a time and prompt the students who might be struggling. <ul style="list-style-type: none"> ○ Check the picture. ○ Break the word up. ○ Think about the story. Would that make sense? ○ Read the sentence and skip the word and then come back. • Allow students to read until everyone has finished and to go back and start again if they finish early. • After everyone has finished, have the students help you retell the story and focus on having a beginning, middle, and end. • Should sound something like this: “The story started with a mouse who was going to run as fast as he could up a clock. In the middle of the story, the mouse makes it to the top of the clock. The story ends with the mouse running down to the bottom of the clock and finishing the race.” • Discuss any thoughts or questions students might have about the story. 	
3	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Take out the magnetic letter trays and give one to each student. • “I want you to use the magnetic letters to spell wish.” • Do this 4-6 times with words that have a sh or ch in them.” <ul style="list-style-type: none"> ○ Wish, dish, fish, chin, chat, such, much, etc. • “Alright you can give me your magnetic letter trays and keep the books and put your book boxes away.” 	
	<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <ul style="list-style-type: none"> • Listen to students as they read and take notes on observations you make while they are reading such as words they struggled with. • Check each students’ sheets to make sure they have correctly written their site words or new vocabulary. • Prompt students with questions about what is happening throughout the story. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • Student is able to retell you the story with help from peers in the small group with a beginning, middle, and end. • Student is able to read the story “Hickory Dickory Dock” on their own with 2 or less times of assistance from an adult.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>During this small group lesson, the student worked on spelling site words, learned new vocabulary, and their reading and comprehension skills. Two students in my group were a little better than the other two and each of these things, however the way I had them sitting grouped that way helped me to better work with each group’s needs. The students overall were all great spellers and if they were struggling could figure it out by either looking at the posters or by me slowing down and saying the words by breaking up the sounds. I thought I did a really good job of doing this when I would say the word by breaking it down by the sound of each letter. I was able to tell that the student understood the story by asking them question at the end and having them retell the story to me with a beginning, middle, and end.</p>		