

## Lesson Plan Template

<b>Grade: Kindergarten</b>		<b>Subject: Language Arts</b>	
<b>Materials: <i>Tops and Bottoms</i> book, sequencing cards, paper, pencils/crayons</b>		<b>Technology Needed: n/a</b>	
<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) <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> K.RL.2 - With prompting and support, retell familiar stories, including key/supporting details. K.RL.3 - With prompting and support, identify characters, settings, and major events in a story.		<b>Differentiation</b> <b>Below Proficiency:</b> Create 3 cards with the beginning, middle, and end of the story, have the students sequence.  <b>Above Proficiency:</b> Have students add writing to their pictures using the sequencing words.  <b>Approaching/Emerging Proficiency:</b> Students will complete the activity as is.  <b>Modalities/Learning Preferences:</b> Visual – book, sequencing cards, drawing pictures Kinesthetic – sequencing picture cards Auditory – listening to story, group discussion, turn and talks	
<b>Objective(s)</b> By the end of the lesson the students will be able to determine the sequence of the events in a story in order to retell it by placing cards in the correct order and drawing out the events.  By the end of the lesson the students will be able to identify characters, settings, and major events in the story through group discussion.  <b>Bloom's Taxonomy Cognitive Level:</b> Remembering and Evaluating		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students are expected to have a level one voice level while discussing at the carpet. Students are expected to be participating in the lesson. During group work students will have a level 2 voice.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Whole group at the carpet during the lesson and reading the story. They will work in groups of 2 to sequence the story at the carpet. They will be dismissed by groups to go to their desk and draw the pictures of the events in the story.			
<b>Minutes</b>	<b>Procedures</b>		
<b>10 min</b>	<b>Set-up/Prep:</b> Have picture book. Print/make sequencing cards.		
<b>2-3 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• “How many of you have brushed your teeth, raise your hands. Everyone here has brushed their teeth. When you brush your teeth is there certain order that you do things in?” Wait for student responses. “Yes there is. What do you do first?” Wait for responses. “Get the toothbrush wet. Second?” Wait for responses. “Put toothpaste on. Third?” Wait for responses. “Brush your teeth. Finally?” Wait for responses. “Rinse your mouth and the toothbrush. Put it away.”</li> </ul>		
<b>15-20min</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• “When we read a book one of our jobs is to think about the order that things happen in the story. Just like when we brush our teeth. When we are talking about the order that things happen we often use words such as first, second, third, next, then, finally. These words help us to understand how things happen.”             <ul style="list-style-type: none"> <li>○ Write the words on the board.</li> </ul> </li> <li>• “We are going to read the book <i>Tops and Bottoms</i> by Janet Stevens. Your job is going to be listening carefully to think about what happens first, second, third, next, then, and finally. So can you show me your four skills for listening?”</li> <li>• Read the story asking questions throughout.             <ul style="list-style-type: none"> <li>○ Think aloud and summarize the beginning of the story. “First we learned the bear had lots of money, land, and was lazy. We also learned that the Hare is poor and has lots of hungry children”                 <ul style="list-style-type: none"> <li>▪ Then what did we learn? “They will become partners. Hare will do the work and they will split the profits.”</li> </ul> </li> <li>○ “Can you predict what is going to happen next?” Have some students share. “Why do you think that?”</li> <li>○ After bear is tricked. “Let’s think about what has happened so far and how I can use sequencing words. First the bear slept, second they had a deal and Hare worked really hard. Turn to your thinking partner and think about what happened next.” Have some students share.                 <ul style="list-style-type: none"> <li>▪ Next the bear was tricked into only getting the tops.</li> </ul> </li> <li>○ After bear is tricked again. “Using sequencing words (first, second, etc.) talk to your thinking partner about what has happened.”                 <ul style="list-style-type: none"> <li>▪ First bear was lazy. Second they had a deal. Next Bear was tricked with the tops. Then Bear was tricked with the bottoms.</li> </ul> </li> </ul> </li> </ul>		

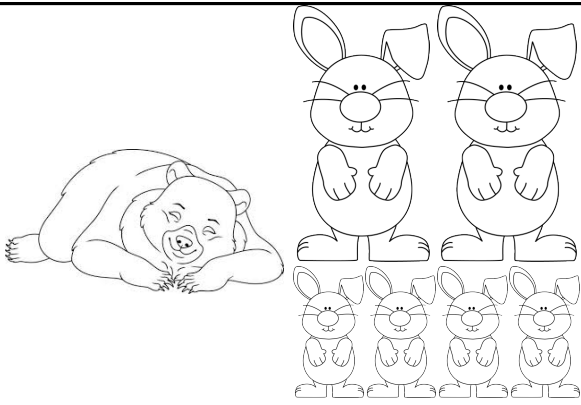
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	<ul style="list-style-type: none"> <li>○ Before the corn is planted. “Turn to your thinking partner and tell them what you predict here is going to do with the tops and bottoms.” “Why do you think that is going to happen?”</li> <li>○ At the end of the story. “What happened after bear was tricked the third time?” Wait for responses. “He got mad and decided to do the work himself.” “What did the Hare and his wife do at the end?” Wait for responses. “They bought their land back and had a vegetable stand.”</li> </ul>
<p><b>20 min</b></p>	<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> <ul style="list-style-type: none"> <li>● “Practicing putting the events of a story in the order they happened is going to help you learn to summarize stories. So now with your thinking partner you are going to put these picture cards of the story in the order that they happened. Once you have your cards in order you may come up to the board and take the sheet with the pictures in order to check your work. Once your cards are in the right order give me a thumbs up. We will have to remember the life skill of patience while I am coming around to the different groups. Give me a thumbs up if this makes sense.”</li> <li>● Pass out sequencing cards.</li> <li>● Wait for all students to finish.</li> <li>● “Now you each are going to sequence the story yourself. You are going to draw out the events of the story in the order that they happened, just like we put the cards in order. You will be doing the same events that were on the cards. Give me a thumbs up if this makes sense.”</li> <li>● “When I call your row, come get a piece of paper and you may go to your spot and wait for more directions.”</li> <li>● Call students by rows.</li> <li>● “Now that everybody is at your spot and has a piece of paper we are going to divide our paper into sections. First draw a line down the middle hot dog way. Then draw a line 1/3 of the way in. Then another. And finally our last line. Now we have six boxes to draw the events of the story in.”             <ul style="list-style-type: none"> <li>○ Be modeling for students on the active board, waiting for students to follow along after each step.</li> </ul> </li> <li>● “You may begin drawing.”             <ul style="list-style-type: none"> <li>○ For more advanced students, after checking their sequencing cards tell them to write words with their pictures using first, second, etc.</li> <li>○ When checking cards ask the students why they put a certain card in a place. How they knew that is where it went.</li> </ul> </li> </ul>
<p><b>1 min</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>● Bring students back to the carpet.</li> <li>● “Today we practiced sequencing the events of a story to help us be better readers. Now when we listen to a story we will be able to retell it with the events in the right order. Can someone remind me of the sequencing words we used?” First, second, third, then, finally.</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>          Turn and Talks          Questioning Throughout          Teacher observation during partner and individual work</p> <p><b>Consideration for Back-up Plan:</b>          Read the story and as a class sequence the events. Have students act out the story – half being the bear, half being the hare.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>          Teacher observation of student responses during read aloud and placing of sequencing cards.</p> <p>Students’ drawings of the events of the story.</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>          I think this lesson went pretty well! I think the layout of the scaffolding was good. Having them first talk about steps to something they knew, brushing their teeth. Then explaining the sequencing words. Then reading the story and talking about it together. To them then sequencing it in partners and finally by themselves. I really liked the sequencing cards because they were hands on, they could do them with a partner, and I think it helped a lot of the students to understand. I know that they learned about sequencing and using the sequencing words through checking the picture cards, their drawings/writings at the end, but mostly through talking to the students. There were quite a few who were confused on how to draw/write the story on the paper at the end, however I would talk to them to help them know where to place things and they would be able to retell me the whole story just like we did with the sequencing cards but adding sequencing words. Another thing I liked was that the number of sequencing cards matched the number I wanted them to write on the paper.</p> <p>There are some things I would do differently if I taught this lesson again. I love the sequencing cards, but I made adjustments to them because some were a little confusing and I would try to have them in color. I added a vegetable stand as well as a handshake to the cards that students had troubles identifying. There also was some wait time while I was trying to check each groups, so I will have the correct order on a sheet of</p>	

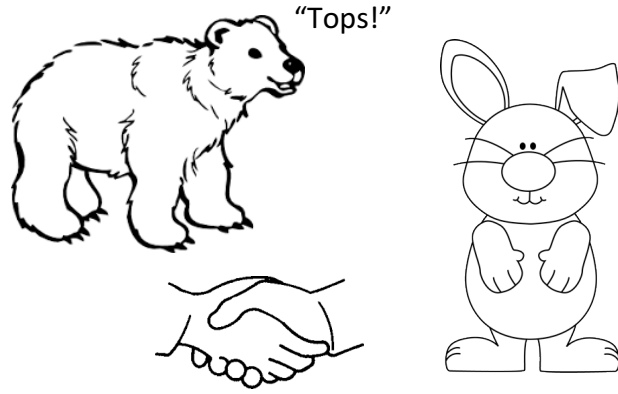
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paper so students can self-check. Another thing I changed was to discuss the 6 events on the card during the story using sequencing words and just keep adding on after each event. I also added more reflective questioning; why they think that is what will happen next, how they know that is where that event goes. The students understanding of the final activity was fuzzy so I changed my directions. Instead of explaining to the students sequencing the cards and drawing the sequencing all at once, I will have them stay at the carpet until everybody has the cards in the correct order and then I will explain the final activity to everybody at once. I also changed the lesson so I will model how to divide the paper into 6 sections. I think because I made the other adaptations the students will be better able to understand as well. This activity ended up taking a lot longer than I had planned. I extended the times for this activity or it could be two lessons.

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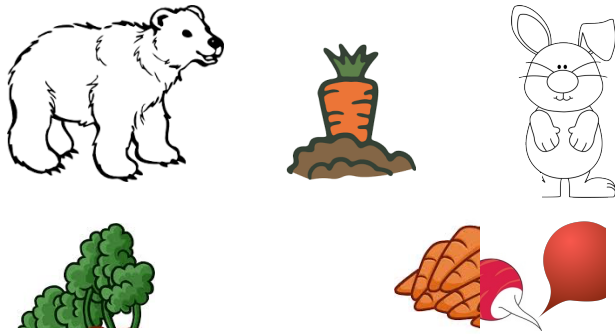


Bear was lazy. Hare's family was hungry. He had no land to plant crops.

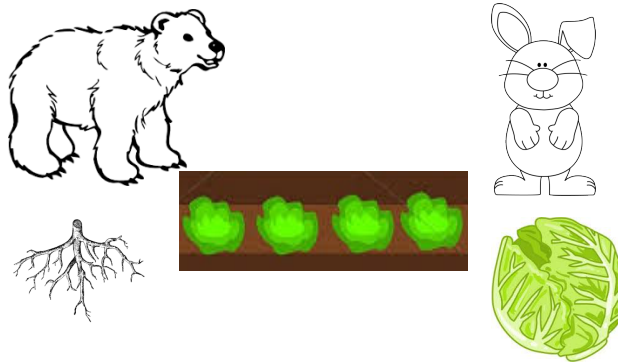


"Tops!"

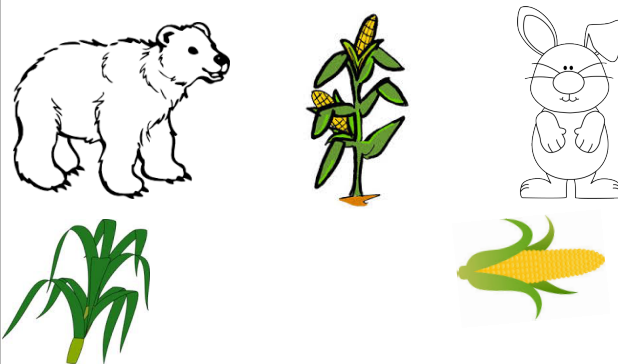
Hare made a deal with bear to share the crops. Bear wanted the tops.



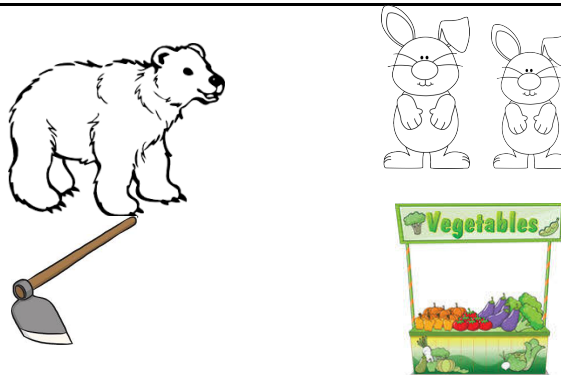
The hare family kept the bottoms. Bear got the tops.



Bear got the bottoms. The hare family got the tops.



Bear got the tops and bottoms. The hare family kept the middles.



Bear decided to do his own work. Hare bought back his land and opened a vegetable stand.