

## Lesson Plan Template

**Lesson Segment Focus:** Where students are from and comparison with other classes      **Lesson:** 1 of 1

**Course & topic addressed:** Literacy and Reading      **Date:** 10/25/19      **Grade:** Kindergarten

### Student Outcomes

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| Specific learning objectives for this lesson.   | Learn where other classmates are from, and also learn who you have something in common with.                                   |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Prior connection would be our 'get to know me' module. The students have learned some facts about other students but not many. |
| Knowledge of student's background (personal, cultural, or community assets)                 | The knowledge mainly comes from pre-school, basic everyday knowledge.  |

### State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | <p><u>Kindergarten Reading Standards for Informational Text</u><br/> <b>RI.K.3</b> – With prompting and support, describe the connection between two topics (individuals, events, ideas, or scientific concepts).</p> |
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### Academic Language Support

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| <p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p> | <p>I will provide an interactive video of kids saying different places that they are from around the world to show the students that many children come from different backgrounds, but are all the same.</p> <p>I be sure to offer assistance for any student who doesn't understand where another person lives or was born at.</p> |
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### Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Town, Where, from, classmates, comparison, graphs, charts, tables, data, numbers, equations, and many more. |
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## Materials

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| Materials needed by teacher for <b>this lesson.</b>  | Video, chrome books, template, instructions, pointer |
| Materials needed by students for <b>this lesson.</b> | Chrome books, spreadsheet software with template.    |

## Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

| Amount of Time | Teaching & Learning Activities | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.   |
|----------------|--------------------------------|--|
| 5-10 mins.     | <b>Introduction:</b>           | <p>Teacher: Explain we will be filling in different graphs and charts of where the boys in the classroom are from, and where the girls in the classroom are from. Also explaining that we will be later comparing our results to other classrooms.</p> <p>Student: Listen to instructions and watch opening video.</p>   |
| 30 mins.       | <b>Instruction:</b>            | <p>Teacher: Write on the board what boys are from: Jonesboro, Paragould, Brookland, and Bono. Then write on the board what girls are from: Jonesboro, Paragould, Brookland, and Bono.</p> <p>Student: Take the information given and fill in the number of boys and girls that correspond with the town that they are from on the spreadsheet template.</p> <p>Teacher: Go around the room and make sure that everyone correctly enters in their numbers right, and help with questions. Then go collect information from other teachers. Walk them through step-by-step on how to compute all of the information gathered and enter in other classes information.</p> |
| 5 mins.        | <b>Closure:</b>                | Once finished, we will print out everyone's work and turn in for a completion grade. We will then look at google maps to show the students exactly where their friends are from.   |

**Accommodations/Modifications**

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| <p>How might I modify instruction for:</p> <p>Remediation?<br/>Intervention?<br/>IEP/504?<br/>LEP/ESL?</p> | <p>I could help modify instruction by just using the worksheet instead of also allowing them to use the chrome book. Technology can be confusing and too advanced to some students. They could use markers or crayons to color in the number of boys and girls and where they are from. This way I will still be able to see that they understand the difference between the different graphs and charts.</p> |
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**Differentiation:**

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| <p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p> | <p>I could include videos for the more visual learners. I could speak the instructions for the auditory learners and doing the hands-on activity would be for the kinesthetic learners. This way, it is insured that I reach every student with my lesson, and everyone has some understanding of what is needed to be done.</p> |
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