

Lesson Plan Template

Grade: kindergarten	Subject: English and Language Arts/Literacy
Materials: 50 below zero book, skittles, bowl, chart or “wh” questions color coded by skittle color	Technology Needed: none
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) SL.2- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key/supporting details and requesting clarification if something is not understood.	Differentiation Below Proficiency: -The students will be provided turn and talk opportunities, this way none of the students are being put on the spot. If a student is having a hard time coming up with a “wh” question they are able to take a question that their partner had during their turn and talk opportunity. -If I am noticing during turn and talks that some students are still struggling, I will come up with a question and have them repeat it after me. This will help them practice how questions are asked and what pitch is used when asking a question. Above Proficiency: -I would ask the student if they could connect their “wh” question about a different book they have read or an experience they have had -I would ask the student if they could use two “wh” words to ask the question -Example: “Why would the father go outside without his coat, and where would he be going?” Modalities/Learning Preferences: - visual: The skittles cart with the “wh” words. The “wh” chart will be there so the students are able to look at and remember what color skittle belongs with what “wh” word. This creates independence for the child and also help them remember all the “wh” words for questioning that we are working on. - auditory: The learners are listening to me read the story while working on comprehension skills to be able to ask questions about the story. The learners need to be able to listen and remember what we are talking about in order for them to be able to ask their question. The students are also working on following directions when they can show me they are ready, picking on skittle, sit back down, and turn and talk with their partners why I say so to asking the corresponding “wh” question, and then can eat their skittle.
Objective(s) At the end of the lesson, the learners will be able to produce and ask “wh” questions from listening to a story. The learners will also be able to know and remember what the “wh” words are to ask questions. Bloom’s Taxonomy Cognitive Level: apply- The students are able to demonstrate their knowledge of asking “wh” questions by asking them.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -I expect all the learners to be sitting on their bottoms, with their “spoons in their bowls” (whole body listening) -I expect that all the learners will listen and follow my directions when I am talking to them -I expect the learners to listen to the story and thinking about things they could ask about or they are wondering -I expect all the learners to only grab one skittle -I expect the students to all participate during their turn and talks when thinking of questions -I excited the learners to be able to remember what the “wh” words are for questions at the end of the lesson
Classroom Management- (grouping(s), movement/transitions, etc.) -I will gather the students to the circle by using their classroom transition of clapping and them listen to my directions until I say sparkle and they move towards their sit spots. -after reviewing with the students, the different “wh” questions I will ask them to find their story spots -The students will be instructed through the circle towards me to grab one skittle when it is their turn -I will ask the students how they should be sitting in their sit spots (whole body listening) -I will give the children an incentive of if they are behaving throughout the whole story, I will give them an extra special treat at the end -Once we are all done with the story, the students will be asked to move back to their sit spots until Miss Harris directs them to their next lesson	
Minutes	Procedures
Set-up/Prep:	

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	<ul style="list-style-type: none"> -book and bowl of skittles up front -“wh” word chart up front -learners are community circle
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> -I will introduce our topic of asking “wh” questions like they have also learned with Miss Harris -I will ask the students if they can recall any of the “wh” word questions they have learned -I will tell them that I am going to read my very favorite children’s book -I will show the student my bowl of skittles and explain how we are going to use them to create different “wh” questions while reading the book
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Vocabulary- the “wh” words for asking questions- “What, When, Where, Who, Why”, and questions</p> <p>Procedures-</p> <ul style="list-style-type: none"> -I will call everyone over to the community circle with the clapping and listening method -I will wait until everyone is on their sit spots. (I will remind students I will move them to sit by me if they are having trouble talking to or touching our friends and neighbors) -I will reintroduce the topic of “wh” questions and the story -I will ask the students to help me come up with a “wh” question so their minds are transitioned to what we are doing today -I will explain what we are doing with the skittles -I will state that everyone will pick ONE skittle when they are called on by me (reask the question- how many skittles are we allowed to grab?) -I will grab the number sticks to call each student so everyone gets a chance to grab a skittle -I will tell them if I call their number but they are not sitting in whole body listening, I will call someone else’s stick until they are ready to participate -The students will be told that once I call on them, it is their turn to walk through the circle towards me to grab one skittle -Once they picked their skittle color, they will show the class what color they got and match it to the corresponding “wh” question -The student will sit back down in their story spot and will be able to eat the skittle -The students will then turn and talk when I instruct them to do so -The students are expected to come up with their “wh” questions -The students are able to raise their hands and ask their question if I call on them -The other students are able to answer the question -I will reassure the students that everyone will get a turn at least once even if I don’t call on them right away -If some students are talking and wiggling around, I will have the incentive that if everyone is active listeners with body control that they will all get an extra treat at the end of the story -Once we are all done with the story, I will take additional questions and then I will have the students stay there until Miss Harris directs them to their next lesson
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Reflective questioning-</p> <p style="padding-left: 40px;">“Can you name all 5 of the “wh” words we used to ask questions? Are we able to create some “wh” questions that you are wondering about our classroom? What are questions and how do they help us when we are reading stories?”</p>
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Learners, today we worked on creating questions about our story using “wh” words. When I call your name could you please tell me one of the five “wh” question words that we are working on? If so, I will give you a skittle!
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> -listen to them ask their question <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> -If students are having a hard time coming up with questions, I could write examples of questions on the board that they could ask. The 	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <ul style="list-style-type: none"> -listen for them to name one of the five “wh” questions -listen for them to participate and ask and answer questions <p>If applicable- overall unit, chapter, concept, etc.:</p>

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students then would have a better understand of the types of questions while still being able to practice asking them.
-If the skittles are too distracting, I will take them away and have the students just pick a color and ask the corresponding questions. If they continue to listen throughout then they will all get skittles at the end.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Overall, the lessons went well. I could tell that the students were engaged in the lessons because they were looking at the story book when I was reading, and they all came up with "wh" questions when it was their turn to come up. All of the students had the motivation of asking a question and paying attention because they were able to get a skittle. If I were to do this lesson again, I would change it so I would ask a couple of the "wh" questions at the begging to modeled what these sounded like. Modeling is very important for all learners so I think asking the questions more would have enhanced and made the lesson better. From this lesson I also found out that I should practice my pacing more too. I took close to thirty minutes to go through this lesson, which was too long for kindergarten students. Instead of having all the students come up for a skittle and ask a question, I could have gave skittles to the students who also were answering questions, practicing whole body listening, and also demonstrating being a good partner during turn and talk time. In conclusion, I would definitely do this lesson again with the few changes I made above. The students and I both enjoyed it.