LESSON PLAN

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| **NAME:** Tosha Cook | **DATE:** 10/20/11 |
| **Unit Title:** Language Experience Approach  **Lesson # and Title:** 1A LEA Lesson Plan  **Grade:** Kindergarten | |
| **Goal:**   * **GLE 0001.3.3** Compose simple stories with teacher assistance. | |
| **Instructional Objectives:**   * **0001.3.4** Create legible documents for reading by the following: forming uppercase/lowercase letters; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.   + Students will be able to take their experience, being read *Miss Malarkey Won’t Be in Today,* and dictate their own rules for behavior when they have a substitute.   + Students can give examples of things they could do to help substitute teachers. | |
| **Materials and Media:**   * Finchler, J. (2000). *Miss Malarkey Won't Be in Today.* New York, NY: Walker Childrens. * http://www.tumblebooks.com/library/asp/full\_book.asp?ProductID=92 * Computer with internet access * Projector to view the online book * Chart paper * Chart paper marker * Construction paper * A hole punch * 3 paper fasteners, or ribbon * Markers | |
| **Required Prior Knowledge/Skills:**   * Students should be able to listen to, follow along, and talk about a storybook. * Students should have, at least, a vague idea and concepts of rules. * Student will need to be familiar with word walls / environmental print. * Students should be familiar with writing letters and making words. | |

**INSTRUCTIONAL PROCEDURES**

**Set (8-10min):**

* Have students come and sit on the carpet and explain to students that they are about to view a book online and we will discuss the story afterwards.
* Logon to <http://blogs.knoxlib.org/main/childrens/> and click on Children’s Library under the [Children's online read-alongs](http://blogs.knoxlib.org/main/2008/05/childrens-onlin.html) section.
* Click on the blue box that says click here for TumbleBoooks, e-books for e-kids and select the red circle that says Story Books.
* Select M-M and scroll down to *Miss Malarkey Won’t Be in Today and click on the view online tap above the book.*
* Students will actively listen to *Miss Malarkey Won’t Be in Today*

**Instruction (50min):**

* Teacher and students will discuss and review the storybook as a whole.
* Teacher should ask, “What and who were some of the characters in the story?” (Ex. Teacher, Principal, Substitute)
* Teacher will write these terms so the students can see them during the lesson. (These words should be added to the word wall.)
* Teacher will continue the conversation to encourage the class to establish rules for when they have a substitute teacher.
* Students will dictate sentences, they feel are important rules for the class when they have a substitute teacher, with the guidance of the teacher.
* Teacher will write these sentences on chart paper and reread each sentence after the words are recorded. (The teacher should try to write students’ dictation verbatim, but change nonstandard wording to Standard English as these charts will be posted in the classroom for all students to reread.)
* After all rules are recorded as sentences, the teacher will read the text to the class while pointing at each word as it is read.
* Teacher should ask students if the sentence begins with a capital, has two-finger spacing, and ends with a period.
* Students will read along with the teacher.
* Teacher will have students return to their desks and inform them they will be making their own book about the school day schedule. It is idea to have an example for the students to see.
* Hand each student a premade blank book and follow the directions on the *Time Book About the School Day.*

**Closure (10min):**

* Read the *Time Book About the School Day* together as a class. Each student will have their book they made and the teacher will have his/her sample copy. Guide the students to point to each word as they read the text.
* Teacher and students should reread their rules, they made, together as a whole.
* Instruct the students to put the book they made in their desk.

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| **Provisions for Individual Differences:**   * Students who are not able to write words (even with the words being presented in front of them) should be provided with traceable words. * Media used in this lesson can be replaced with a hard copy of the book for the teacher to read to the class. * The class can be broken up into their grade-level reading groups for small group reading of the text and to make their *Time Book About the School Day.* * The lesson can be extended after the class experiences a day with a substitute teacher. The students will be able to explore *Miss Malarkey Won’t Be in Today* in a further extension by writing a sentence about their own experience.   Blooms Taxonomy:   * **Remembering:** Students will be able to recall information from their experience and rules to make their classroom rules for days they have a substitute teacher. * **Understanding:** Students will be able to discuss and dictate sentences to describe their experience. * **Applying:** Students will be able to use their manual *(Time Book About the School Day)* to apply the timeline of the school day. They will also be aware that this manual is simply a guide and may be modified in certain situations (i.e. when they have a substitute) * **Analyzing:** Students will be able to distinguish between different parts of the day with time and what they do during that time. * **Evaluating:** Students will be able to decide which rules should apply on days they have a substitute. * **Creating:** Students will be able to create their own sentences about their experience.   Gardner’s Multiple Intelligences:   * Linguistic -   + Following along as the text is read   + Having class discussions about the text   + Dictating their own thoughts as the teacher writes their sentences   + Reading the sentences they compose   + Understanding sentences start with a capital, a two-finger space in-between words, and end with punctuation.   + Using invented spelling (Ex: words are composed of letters) * Interpersonal -   + Students will work as a class to complete critical thinking exercises (i.e. dictating rules and reviewing the story through class discussion). * Intrapersonal -   + Students will write a sentence and draw a picture showing their self-reflection f the experience. * Logical-mathematical –   + Students will use a digital and analog clock to distinguish time and what goes on at that time during the school day. * Spatial –   + Students will use a graphic chart to understand that written words (text) carry meaning (represent one’s own thought or feeling.) |
| **Assessment and Evaluation:**   * Students will participate in active discussion after listening to *Miss Malarkey Won’t Be in Today* to strengthen their vicarious experience. * Students will dictate sentences, read the sentences as a group, and indicate if the sentences have proper structure (begin with a capital, have two-finger spaces in-between words, and end with punctuation). |
| **Supplemental Activities:**   * **Independent Practice:**   + Students will be able to trace the newly introduced words on lined paper, for homework or during available class time, to strengthen fine motor skills with writing.   + Students can write about when they are sick and what they do at home with parent and/or teacher assistance. * **Independent Review:**   + Students will have opportunities to write words and sentences during one-on-one time with the teacher or assistant. * **Re-teaching and/or Enrichment:**   + Teachers can use a field trip the class goes on to have the class discuss and dictate sentences about the experience.   + Teachers can use the Author’s Chair for students to have the opportunity to share their writing with their classmates and receive feedback to move their writing to the next level. |
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***Time Book About the School Day***

Making a book about the school day is one way to get your students using invented spelling, thinking about time as a measurable unit, and it's a fun art project to boot! This book may also help them on days their teacher has to miss school and a substitute teacher will be present. They will understand there day will be on a normal schedule and substitute teachers will have a schedule, left by their teacher, to follow.

**What You Need:**

* Construction paper
* A hole punch
* 3 paper fasteners, or ribbon
* Markers

**What to Do:**

1. Stack 7 sheets of construction paper and fold the whole pile in half hamburger-style to make a book.
2. Punch three holes in the left side (or spine) of the book, and close them using the paper fasteners.
3. On the cover have your students write, "My Book About Time" and their name.
4. Have students write a time on each page of the book, starting from the hour they usually arrive at school to the hour they leave. As students are also learning to tell time, you can help them practice by drawing a clock face with hands that match the time on the pages.
5. Ask the class about what they do everyday at each time and use a marker to write their response on each page. Students love using markers and this should help encourage them to use invented spelling. Have students use the markers to draw a picture that goes with the sentence of what they do at that time.
6. When you're finished, read the book together. Remind the class this is their normal routine when you (the teacher) are present, but let them know that you will also leave the substitute teacher a schedule to follow when you are not there. It's a fun way to help encourage writing and understand time, too!