**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: A BEAR HUNTING WE SHALL GO!** | | | | |
| **Your name:**  **Kayleen Malizzi** | **Age or Grade Level:**  **Kindergarten** | | **Integrated Disciplines/Subjects:**  **Literacy**  **Language Arts**  **Reading**  **Sequencing**  **Speaking**  **Listening** | **Time frame for Lesson:**  **45 to 50 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**  **LA 0.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator)**  **LA 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom**  **LA 0.1.1.g Identify punctuation (e.g., period, exclamation mark, question mark)**  **LA 0.1.4.a Imitate adult’s expression, reflecting meaning with voice (e.g., pause, stress, phrasing)**  **LA 0.1.4.b Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)**  **LA 0.1.4.c Read familiar text with others, maintaining an appropriate pace**  **LA 0.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**  **LA 0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)**  **LA 0.3.2.b Complete a task after listening for information**  **LA 0.3.2.c Listen and retell main ideas of information** | | | | |
| **Objectives:** *Make certain to include When, Who, What and How (criterion for success) in your objectives. You may find terms related to* [*Bloom’s Taxonomy of Cognitive Development*](http://img.docstoccdn.com/thumb/orig/27373481.png) *helpful in formulating your objectives. Sample lead in phrases for writing learning objectives are listed below.*  During the activity, the child will be able to:  **OR**  The students will be able to:  Students will be able to sequence events of a story.  Students will demonstrate following directions and listening.  Students will participate in helping tell a story.  Students will be able to recognize parts of a story. | | | | |
| **Assessment:** *Must link to the objective above – assessments can be either formative or summative. You must clearly describe strategies and tools used to document student learning.*  Students will be able to place sequence cards in the proper order to go along with the story “We are Going on a Bear Hunt,” after listening and participating in helping tell the story. | | | | |
| **Materials:** *Include any materials that will be essential to conducting the lesson.*  **Bear Hunt Prezi Slide Show**  **Sequencing worksheet**  **“We are Going on a Bear Hunt” Book (for visual if necessary)**  **Scissors**  **Glue**  **Pencil**  **Coloring supplies (if necessary)** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *How will you hook the students into your lesson? How will you involve as many as students as possible, piquing their interests for the subject matter to come? How will you inform your students of the lesson’s context and objective, in student-friendly language?*  The teacher will invite students to come up and sit on the floor in front of the presentation board. Then the teacher will review with the students what they have learned so far about bears. Then allow for questioning and discussion to take place. After the teacher will jump into the lesson right away with the Prezi Slide Show. In the beginning of the presentation it shows the students a whole category of animals, asking students to identify whether the animals are bears or not. Then the presentation goes right into the Bear Hunt Story. For fun the teacher can add in a brainstorm discussion on what the students think they should bring on their hunt or the type of environment they might see when they are going out searching for the bear. | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* | | | | |
| **Teacher will do:**  **Will instruct students to sit down on the rug in front of the presentation board.**  **Will then show and navigate the slide show and narrate what the slide show says.**  **The teacher will then instruct students back to their sets and explain the sequencing activity.**  **The teacher will assist students as needed**  **The teacher will then have a KEY for the students to check their work.**  **Teacher will allow time for clean-up of work spaces.**  **The teacher will recap the lesson on sequencing and bears.** | | **Student will do:**  **Students will listen to teacher’s instruction when entering the class.**  **Students will participate in the interactive Prezi Slide Show**  **Students will listen to the teacher narrate the “We are Going on a Bear Hunt” story.**    **Students will listen to the teacher explain the sequencing activity.**  **Students will follow through with doing the sequencing activity.**  **Students will check their work with the teacher’s work.**  **Students will clean up their work space.**  **Students will help the teacher with the recap of the day’s lesson.** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  The teacher will recap on how to sequence by asking the students what happened at the beginning, middle, and end of the “We are going on a Bear Hunt” story. The teacher will then ask the students what their favorite part of the story was and have them quick write in their weekly journal.  *Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What’s: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)* | | | | |
| **Differentiation:**  *Describe how will you differentiate for varying student needs by identifying at least two distinct areas of learning needs and describing appropriate accommodations and/or modifications related to methods of instruction and student(s)’ ability to show evidence of learning*. *Check out*  [*Accommodations and Modifications*](http://www.pacer.org/parent/php/php-c49.pdf) *to assist you.*  **HAL:** For the HAL students I will have them either help students who are not finished with their sequence activity, or I will have the HAL student without looking at their sheet tell a partner or me what the order of the story was.  **RESOURCE:** I would have these students work with a partner or a para to complete the sequencing activity. I would also have the book for them to hold so that they can have a visual besides the Prezi Slide Show visual. During the sequencing activity I will give this student blanks that are half filled in so that the child has a bit easier time figuring out what environment went where in the story.  **ELL:** I will have a translator present to help the student and myself with communicating directions and events of the story taking place. | | | | |
| **References:** *Include references used to prepare the lesson plan and references for items used in the lesson (ex. Books read to the students). NOTE: Make sure to acknowledge any co-authors if you are modifying a lesson that you may have created with another person,*  <https://prezi.com/uyt21sbf8fdj/we-are-going-on-a-bear-hunt/>  <https://www.teacherspayteachers.com/FreeDownload/Were-Going-on-a-Bear-Hunt-After-Reading-Activity-1660128>  *We are going on a Bear Hunt By: Michael Rosen* | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  *Describe how your lesson addresses required content knowledge that you must help the students to understand.*  Students will have prior knowledge of listening skills when in a large classroom discussion/ lecture.  Students will have little or some knowledge of sequencing prior to reading the story “We are going on a Bear Hunt.”  **Teaching Methods/Strategies:**  *Identify the specific teaching method(s) that are included in this lesson and describe why you believe this/these method(s) will be effective in helping students meet the learning objectives?*  The teaching method that I decided to use for this lesson in a visual presentation and class discussion. I believe this is the best way for students to participate and help with retelling parts of a story through a process called sequencing. | | | | |
| **REFLECTION**  *After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* | | | | |
| *Use the following thought questions to help you write your reflection.*   * *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?* * *Were the children productively engaged? How do I know?* * *What unplanned activities occurred? Why did these occur?* * *Did I alter my instructional plan as I taught the lesson? Why?* * *What additional assistance, support, and/or resources would have further enhanced this lesson* * *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?* | | | | |

Updated by Dr. M. K. Felton

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