**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Following Directions Lesson** | | | | |
| **Your name:**  **Kayleen Malizzi** | **Age or Grade Level:**  **Kindergarten through Third grade** | | **Integrated Disciplines/Subjects:**  **Movement and Interactive Literacy**  **LEFT and Right (Practice with directions and 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 1.1.6.b Identify elements of narrative text (e.g., characters, setting, events)**  **LA 1.1.6.c Retell information from narrative text including characters, setting, and events**  **LA 1.1.6.e Retell main ideas from informational text**  **LA 1.1.6.j Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text**  **LA 1.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading**  **LA 1.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning**  **LA 2.2 Students will learn and apply writing skills and strategies to communicate.**  **LA 2.3 Students will learn and apply speaking and listening skills and strategies to communicate**  **LA 2.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.** | | | | |
| **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 work cooperatively as a whole class throughout the activity.  Students will be able to demonstrate how to follow directions.  Students will actively participate in the activity.  Students will be able to retell a main event that happened in the 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 write and illustrate a main event that they remembered that happened in the Story read aloud to them. Also the students will be able to accurately answer the question, “Why is it important to follow directions?” | | | | |
| **Materials:** *Include any materials that will be essential to conducting the lesson.*    **Cards, Candy, or objects easily handled that kids can pass around in a circle**  **Daily journal or notebook paper**  **Pencil**  **Coloring supplies** | | | | |
| **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?*  Teacher will show students a video on not following and following directions. After the video the teacher will ask the students, “What were some of the things in the video that you saw that were examples of not following directions?” Then the teacher will ask the students, “What were some of the things in the video that you saw that were examples of how to follow directions?” (As an open discussion the teacher will help the students come up with a few more examples of ways in which we could follow directions.) The teacher will then jump in to the activity for the day. | | | | |
| **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:**  **The teacher will show YouTube video on not following and following directions.**  **The teacher will ask questions and allow for discussion on the topic of not following and following directions related to the YouTube video.**  **The teacher will instruct the students to stand up and to go sit in a circle in the front of the classroom on the rug.**  **The teacher will explain to the students that they are going to be participating in an activity that requires following directions.**  **The teacher will explain the rules to the activity.**  **The teacher will pass out the props needed for the activity to the students.**  **The teacher will read the story aloud and assist students when needed.**  **The teacher will recap at the end of the activity.**  **The teacher will send students back to their chairs and ask them to take out their journals or a notebook piece of paper and write and illustrate one thing they learned that was important about following directions. Will get to share at the end of class lesson.** | | **Student will do:**  **The students will watch YouTube video.**  **The students will answer and discuss questions about not following and following directions with their teacher.**  **The students will listen to the teacher’s instruction on how to participate in the day’s activity.**  **The students will participate in the interactive activity.**  **The students will help comprehend some of the main events of the story.**  **The students will go back to their seats and write and illustrate about one thing they thought was important about following directions that they learned.** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  Before leaving students will be able to explain on situation where someone may be following directions or may not be following directions. If they give a not following directions response the teacher will ask how they can change it so that that person would be following directions.  *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: the HAL students will be able to act out an example of following directions and not following directions to their fellow classmates.  RESOURCE: The Resource students will have a partner to sit by and help them or they will have a para that will assist them during the read-aloud activity, also during the journal time after the activity.  ELL: A translator will be present to help with the different spoken languages. The teacher should know simple directions in Spanish so they can help the students to better understand the lesson. | | | | |
| **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://www.youtube.com/watch?v=iUGRlfX\_ayI*](https://www.youtube.com/watch?v=iUGRlfX_ayI) | | | | |
| **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 some ways in which they follow directions and what happens as a consequence to not following directions. Students will also have prior knowledge of what hand is their left and what hand is their right or just the right and left directions in general.  **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?*  *Discussion and hands-on activity are used in the lesson. This allows for the full on experience for students to learn to better their following direction skills.* | | | | |
| **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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