COEPD LESSON PLAN TEMPLATE		
Teacher Candidate: Airiana Anderson		
Content Area: language and literacy	**Lesson Topic**: Farm Animals	**Length (timing) of Lesson**: 60 Minutes

INSTRUCTIONAL OUTCOMES

WV Standard(s): -ELA.PK.1: With prompting and support, ask and answer questions about key details in a literary text.
- ELA.PK.2: With prompting and support, retell familiar stories, including key details in literary texts.
- ELA.PK.3: With prompting and support, identify characters, events, and setting in a literary text.
- ELA.PK.4: With prompting and support, ask and answer questions about details in an informational text.
- ELA.PK.5: With prompting and support, identify the main topic and retell details of an informational text.
- ELA.PK.7: With prompting and support, answer questions about unknown words in a literary text.
-ELA.PK.11: With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).
- ELA.PK.14: With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children's own experiences.
- ELA.PK.15: With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- ELA.PK.25: With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).
- ELA.PK.30: With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults through multiple exchanges.
- ELA.PK.31: With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.
- ELA.PK.33: Describe familiar people, places, things, and events.
- ELA.PK.34: With prompting and support, add drawings or other visual displays to descriptions as desired to provide additional details (e.g., 2- or 3-dimensional artwork).

Learning Objective(s): -Students will be able to identify and name common farm animals.
- Students will be able to describe the sounds that different farm animals make.
- Students will be able to understand and use new vocabulary related to farm animals.
- Students will be able to listen to and comprehend a story about farm animals.
- Students will be able to socialize and interact with their peers having the chance to build positive relationships.

Formative Assessment: - Observation of students' participation and responses during activities and their responses during group discussions and activities.
- Anecdotal notes on student's ability to identify and name the farm animals, and their use of new vocabulary.

PREPARATION
Materials/Resources: - Picture books about farm animals (The Busy Little Tractor by Joe Rhatigan, Down on the Farm by Merrily Kutner, etc.) - Miniature toy farm animals, toy tractors, other farm toys - Flashcard pictures of farm animals - Drawing paper and crayons or markers - Audio recordings of farm animal sounds

INSTRUCTIONAL PROCEDURES

*Highlight **BLUE** for materials/**GREEN** for technology
*Highlight **PINK** for instructional strategies
*Highlight **YELLOW** for discipline-specific academic language/vocabulary

		Procedural Steps	Questions	Differentiated Instruction
Activating Strategy/ Introduction	**Time** 10 mins	-Welcome song: Good Morning, Farm Animals - Introduce Farm animals: use picture flash cards of farm animals and ask students to name them. - Introduce farm animal sounds: using the song Animals On The Farm. After, ask students to do a farm animal sound.	-Has anyone ever been on a farm? -Does anyone know what animals you might find on a farm?	-Move students who have trouble seeing or hearing to the front to see flash cards better and hear the songs better.
Core Instruction	**Time** 30 mins	-Story Time: The Busy Little Tractor by Joe Rhatigan. pause to ask questions about the animals and their sounds. - Play Time: After story time bring out all the miniature toy farm animals and all the other farm toys (barns, troughs, gates, tractors, etc.). Encourage students to play with the animals and making the corresponding sounds. - Drawing Activity: Provide drawing paper and crayons/markers. Ask students to draw their favorite farm animal and share it with the class, describing the animal and the sound it makes.	**During Play Time:** - What farm animal are you playing with? - What sound does that farm animal make? - Can you act like a _____(whatever farm animal they are playing with) - Do you know what that farm animal eats? **During Drawing Activity:** -Why is that one your favorite animal?	- Display a sample drawing to give students an idea on what to do. - Give additional time or advanced tasks based on individual student needs. -Describe the animals vividly as they draw.

Closure	**Time** 10 mins	-Group Discussion: Gather students in a circle and review what they learned about farm animals. -Sing: sing as a group Old McDonald Had a Farm and play a video for the students so they can see while they sing.	- What's your favorite farm animal? - What sound does a goat make? - What do cows eat? - Can you move like a chicken? - Does everyone know the song Old McDonald Had a Farm?	- Allow children to take turns sharing their thoughts, ensuring each child feels heard. - Encourage respect and listening skills by modeling and reinforcing positive behaviors. - Be flexible and responsive to children's energy levels and interests.
Contingency	**Time** 5-10 Mins	-Farm Animal Puzzles: provide students with preschool appropriate puzzles of farm animals.	- Do you know what piece goes next? - Can you guess what farm animal is in the puzzle? - Do you like puzzles? - Can you make (whatever animal is in their puzzle) that sound?	- Offer one-on-one assistance, using hand-over-hand guidance if needed. - Use plush toys or coloring sheets for those who struggle with puzzles, allowing them to learn through play and art.

References

Pre-k standards (ages 3-5). (n.d.-a). https://dhhr.wv.gov/bfa/communityresources/Documents/PKStandardsBookletUPDATE-Final-May-2019.pdf

YouTube. (2013, September 20). *The animals on the farm | animals and farm song for Kids | Super Simple Songs*. YouTube. https://www.youtube.com/watch?v=zXEq-QO3xTg&t=50s

YouTube. (2019b, June 29). *Good morning, farm animals! 🐷 Kids Songs & Nursery Rhymes - Learn Animal sounds on the farm*. YouTube. https://www.youtube.com/watch?v=7m-Di2OB_TU&t=1s