

### WVSU Lesson Plan Template (revised 1.2022)

| CRITICAL INFORMATION                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Candidate: Mackenzie Dunlap<br>Subject: Math<br>Grade Level: Kindergarten<br>School Based Supervisor: Mrs. Laliberty                                                                      | Teaching Date: November 7, 2022<br>Time: 12:00-1:00 p.m.<br>Duration ( <i>in minutes</i> ): 60<br>WVSU Course: EDUC 331                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Lesson Overview &amp; Rationale:</b> <i>Brief overview of the lesson and why it is being taught.</i>                                                                                           | In this lesson, students will be able to describe or place an object using the correct positional words. This topic is being taught because positional words are important for understanding space and location. Acquiring knowledge about positional words is a real-life skill because it will help students follow or give directions while strengthening their use of language.                                                                                                                                                            |
| <b>WV College &amp; Career Readiness Standards</b><br><a href="http://wvde.state.wv.us/policies/">http://wvde.state.wv.us/policies/</a> <a href="https://wvde.us/tree/">https://wvde.us/tree/</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>College-and-Career Readiness Content Standards:</b> <i>copy paste, highlight specific indicators for this lesson.</i>                                                                          | <b>Standard</b><br><br>M.K.17<br>Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, in front of, behind and next to.                                                                                                                                                                                                                                                                                                                             |
| <b>WVCCR Standards: Technology &amp; Computer Science and/or Dispositions for Student Success:</b> <i>copy paste, highlight specific indicators for this lesson.</i>                              | 1.2.b (student)<br>Students engages in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices<br><br>2.5.b (teacher)<br>Design authentic learning actives that align with content area and use digital tools and resources to maximize active, deep learning <ul style="list-style-type: none"> <li>● If technology fails, I will draw the student worksheet on the board for the students to see instead of doing it under the overhead projector.</li> </ul> |

|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Student Learning Objective:</b> <i>Audience, Behavior, Condition, Degree of Proficiency</i></p>                                                                             | <ol style="list-style-type: none"> <li>1.Students will be able to use the word <i>above</i> to describe an object with respect to another object with 75% accuracy.</li> <li>2.Students will be able to use the word <i>above</i> place an object with respect to another object with 75% accuracy.</li> <li>3.Students will be able to use the word <i>below</i> to describe an object with respect to another object with 75% accuracy.</li> <li>4.Students will be able to use the word <i>below</i> to place an object with respect to another object with 75% accuracy.</li> <li>5.Students will be able to use the words <i>in front of</i> to describe an object with respect to another object with 75% accuracy.</li> <li>6. Students will be able to use the words <i>in front of</i> to place an object with respect to another object with 75% accuracy.</li> <li>7. Students will be able to use the word <i>behind</i> to describe an object with respect to another object with 75% accuracy.</li> <li>8. Students will be able to use the word <i>behind</i> to place an object with respect to another object with 75% accuracy.</li> <li>9. Students will be able to use the word <i>beside</i> to describe an object with respect to another object with 75% accuracy.</li> <li>10. Students will be able to use the word <i>beside</i> to place an object with respect to another object with 75% accuracy.</li> <li>11.Students will be able to use the words <i>next to</i> to describe an object with respect to another object with 75% accuracy.</li> <li>12.Students will be able to use the words <i>next to</i> to place an object with respect to another object with 75% accuracy.</li> </ol> |
| <p><b>Anticipated Content Difficulties:</b><br/><i>misconceptions, lack of prior knowledge, skill sets, and differing abilities which connect directly to differentiation</i></p> | <p>I anticipate some students may of prior misconceptions on how to accurately use positional words in their everyday language. Students may also have difficulty reading the words, therefore making it difficult to complete the matching activity. The students may have difficulties remembering the vocabulary words by intermittently confusing the terms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## PLANNING

|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Assessment:</b> <i>Label as formative and/or summative, description of assessment strategies and feedback; attach assessment</i></p> | <p><b>Diagnostic/ pre-assessment:</b> I will begin the lesson by reviewing positional words with a brainstorming activity. This activity will be completed through whole group discussion. As the students are brainstorming and sharing their ideas with the class, I will write their responses on the board.</p> <p><b>Formative assessment:</b> I will check for understanding throughout the lesson by asking the students to model the positional words. For example, I will ask the students to get below the table or behind their partner. The students will have the opportunity to move around the room while the class discusses their movements in relation to specific objects.</p> <p><b>Summative assessment:</b> During the lesson, I will be able to determine the student's level of content knowledge by viewing their matching activity. If the students are struggling, I can review each vocabulary word by providing the students with examples from their everyday lives. I can also reference the matching activity to determine frequently missed vocabulary words. These questions will be reviewed and discussed together as a class.</p> |
| <p><b>Reteach Statement:</b><br/><i>What will you do if students do not meet degree of proficiency?</i></p>                                | <p>If 75% of the students do not answer four out of six questions correctly on the matching activity, then I will review the vocabulary. I will review the material by providing the students with pictures and examples of positional words. Students will also be given the opportunity to discuss different positional words with their partner following the think-pair-share method.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Academic Language:</b><br/><i>e.g., specific vocabulary for the content area</i></p>                                                 | <ul style="list-style-type: none"> <li>● Above</li> <li>● Below</li> <li>● In front of</li> <li>● Behind</li> <li>● Beside</li> <li>● Next to</li> <li>● In between</li> <li>● Positional words</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Research Based Strategies:</b> <i>e.g., small group, cooperative learning, manipulatives, graphic organizers, KWL, comparisons, summarizing, accessing prior knowledge</i></p> | <p><b>Cooperative learning:</b> When the students are making predictions about positional words and what will occur in the story, they will be discussing their thoughts with a partner.</p> <p><b>Whole group:</b> The students and I will review every word as a class as we position the Pete the Cat figure based upon the given positional word. The students will also be encouraged to participate, be engaged, and share their ideas to their classmates. As a class, the students and I will move to the appropriate locations based upon the positional words.</p> <p><b>Manipulatives:</b> During the demonstration with Pete the cat and the Bus, I will ask for volunteers to move Pete the Cat to the correct location based upon the given positional word.</p> <p><b>Worksheet:</b> After the class and I have discussed the vocabulary word, the students will be required to complete a matching activity by taking their Pete the Cat cut outs and gluing them in the correct locations out of respect for the bus.</p> <p><b>Accessing prior knowledge:</b> In the introduction, I will ask the class if they can guess any positional words. I will write their responses on the board. The student's responses will be an indicator of what words they have previously been exposed to or have used in their everyday language.</p> |
| <p><b>Materials:</b> <i>needed to teach this lesson, including TECHNOLOGY</i></p>                                                                                                    | <ul style="list-style-type: none"> <li>● Pete the Cat and <i>The Wheels on the Bus</i> book</li> <li>● Pete the Cat stuffed animal</li> <li>● Miss Octopus</li> <li>● Cut out of a bus</li> <li>● Cut out of Pete the Cat (for teacher)</li> <li>● Magnets</li> <li>● Classroom furniture</li> <li>● Guiding notecards</li> <li>● Matching activity paper</li> <li>● Cut out of Pete the Cat (for students)</li> <li>● Scissors</li> <li>● Glue</li> <li>● Plastic Bags</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                          |                                                                                                                                     |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
|                          | <ul style="list-style-type: none"> <li>● Dry erase board</li> <li>● Dry erase markers</li> <li>● Tv</li> <li>● Projector</li> </ul> |
| <b>LESSON PROCEDURES</b> |                                                                                                                                     |

|                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Anticipated Management Difficulties:</b><br><i>Transitions, cooperative learning, pacing, Brain Breaks, materials management</i>          | <p>I anticipate the students will have difficulty staying quiet and focused during the lesson. If the students are struggling to pay attention, we will take a 5-minute brain break and watch an interactive go noodle video. Students will be able to dance and release their energy. I anticipate some students will have difficulties quietly transitioning from one positional word to the next. When working with their partners the students may become extremely loud. To ensure smooth transitions and limit management difficulties I will bring in Miss Octopus (a small plush stuff animal that has a smiley face on one side and when flipped a sad face on the other side). If the students are listening to directions and using appropriate voice levels Miss Octopus will stay on her happy face, but if the students fail to behave accordingly Miss Octopus will be flipped to her sad face. If the class ends the lesson on the happy face, they will receive a small reward. If the class does not end the lesson on the happy face, they will not receive a small reward. If Miss Octopus is flipped to her sad face at any point of the lesson, the students still the opportunity to flip Miss Octopus to her happy face if the student's behavior has improved.</p> |
| <b>Before/Introduction/Hook:</b> <i>state the learning objective, set the stage, activate background knowledge, capture student interest</i> | <p>Students will be seated silently on the carpet crisscross apple sauce preparing for the read aloud. I will be seated in the rocking chair on the carpet near the board.</p> <p><b>Hook:</b> I will say, "Do you know what positional words are?"</p> <p><b>Introduction:</b> I will say, "Positional words are special words that tell us where something is located. These special words help us with directions or give us a better understanding about a problem. You may have heard about these special words before or even used them when talking to your parents, your friends, or even your teachers. Can you guess what they are?" I will allow the students 30 seconds to brainstorm positional words.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>“Would anyone like to share what you think positional words are?” I will call on three volunteers to share their ideas. Once the students have shared their ideas to the class, I will write their responses on the board. Then I will say, “Positional words are words like above, below, in front of, behind, beside, next to, and in between. After our lesson today, we will be able to describe our special words and tell where something is located based upon another object, but before we begin, we are going to read a book about Pete the Cat.” I will show students the cover of the book. Then I will say, “Can anyone predict what Pete the Cat and his friends are going to be doing? Turn to your partner and share your predictions.” I will allow the students 30 seconds to share their predictions with their partner. I will say, “Give me a thumbs up by your chest if you would like to share your ideas with the class.” I will select three volunteers to share their predictions with the class.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>During:</b> <i>detailed list of teacher and student behaviors</i><br/> <b>Explicit Instruction:</b> <i>e.g., or input, modeling, checking for understanding, guided practice, and independent practice (“I do, we do, you do”); or</i><br/> <b>Inquiry-Based Instruction:</b> <i>question, research, present, reflect or</i><br/> <b>5 E’s:</b> <i>engage, explain, explore, elaborate, evaluate</i><br/> <b>Note:</b> <i>be sure to address child growth &amp; development, learning styles,</i></p> | <ul style="list-style-type: none"> <li>● Students will begin the lesson sitting at their desks. I will instruct for the students to quietly come to the carpet and sit crisscross apple sauce by their group color.</li> <li>● Once the students have transitioned to the carpet, I will state the hook and introduction.</li> <li>● I will say, “The book we are reading today I called, “Pete the Cat and The Wheels on the Bus written and illustrated by James Dean.” I will proceed to read the book to the students and ask for comprehension questions throughout the read aloud. During the read aloud, students will have the opportunity to sing with me and participate in the hand motions.</li> <li>● After the read aloud is complete I will have the students quietly return to their desks by their color-coded groups.</li> <li>● The class and I will review the positional words moving to different locations in the classroom. I will demonstrate each word with the class first and then the students will follow my example. I will have the words written in order on the board. I will say, “The first word written on the board is above.” I will pull out a chair and stand on the chair. Then I will say, “Because I am standing on the chair, I am above it. Now it is your turn to stand above your chair.” I will give the students 30 seconds to stand above on their chairs. Then I will say, “Now, everyone please step off your chairs and sit back in your seats.”</li> <li>● I will say, “The second word written on the board is below.” I will get underneath a table to demonstrate I am below the table. Then I will say, “Because I am sitting beneath the table, I am below it. Now it is your turn to get underneath the table.” I will give the students 30 seconds to get underneath the table. Then I will say, “Now, everyone please get out from beneath the table and sit</li> </ul> |

*multiple intelligences,  
scaffolding, and  
cross-curricular  
integration if  
appropriate*

back in your seats.”

- I will say, “The third word written on the board is front of.” I will stand in front of the board with face towards it. Then I will say, “Because my face is pointed towards the board, I am standing in front of it. Now it is your turn to stand up and come stand in front of the board.” I will give the students 30 seconds to come stand in front of the board. Then I will say, “Now everyone please return to your seats and sit down.”
- I will say, “The fourth word written on the board is behind.” I will stand with my back to the tv and my face pointing towards the students. Then I will say, “Because my back is pointed towards the tv, the tv is behind me. Now it is your turn to stand up and come stand behind the tv.” I will give the students 30 seconds to come stand behind the tv. Then I will say, “Now everyone please return to your seats and sit down.”
- I will say, “The fifth word written on the board is beside.” I will stand beside one of the students. Then I will say, “Because I am standing next to so and so you can say that I am standing beside them. Now it is your turn to stand beside your partner.” I will give the students 30 second to come stand beside to their partner. Then I will say, “Now everyone please return to your seats and sit down.”
- I will say, “The sixth word written on the board is next to. Next to is very similar to beside.” I will walk to the door and say, “Because I am standing beside the door, I am standing next to it. Now it is your turn to stand next to the door.” I will give the students 30 seconds to come and stand by the door. Then I will say, “Now everyone please return to your seats and sit down.”
- I will say, “The last word written on the board is in between.” I will pull place two chairs side by side with a small space in between on the carpet. I will stand between the two chairs then I will say, “because I have one chair on one side of me and the other chair on the other side of me, I am standing between the two chairs. Now I need a volunteer to come stand between the two chairs.” I will call on a student volunteer to come stand between the chairs. After the student stands between the chairs I will say, “Thank you for your participation, please return to your seat and sit down.”
- Then I will say, “Now that we have gotten some of our energy out it is time to settle down and put our listening ears on.” On the board I will have a cut out of a bus stuck to the board with magnetic strip tape. I will also have a cut out of Pete the Cat with magnetic strip take stuck on the back to make it easy to move from place to place. I will say, “On the board you can see that we have an image on a bus and our fuzzy little friend Pete the Cat. We will be using our special positional words to move Pete the Cat around the bus. I will now be handing you a piece of paper. The first thing you need to

do is write your name on the line at the top.” I will pass out the matching activity paper. Then I will say, “After you have completed writing your name, I will be handing you a plastic bag that has cut outs of Pete the Cat. When you get your bag, you need to remove the cut outs and place them on your desk. Once they are on your desk, please leave them alone until I get you further instructions.” I will pass out the bags and give the students 1 minute to get all of their cut outs on the table. Then I will say, “Please grab a glue stick from the containers in the middle of your table and place it next to your cut outs.” I will give the students 1 minute to get a glue stick and place it on the table.

- Then I will reference the same list of positional words written on the board. I will say, “If I was to place Pete the Cat above the bus where would he go?” I will have a volunteer come move Pete the Cat on the board. Then I will have another volunteer move Pete the Cat to another location where he is above something. I will give the students 2 minutes to glue their Pete the Cat cut outs onto their matching activity.
- I will say, “If I was to place Pete the Cat below the bus where would he go?” I will have a volunteer come move Pete the Cat on the board. Then I will have another volunteer move Pete the Cat to another location where he is below something. I will give the students 2 minutes to glue their Pete the Cat cut outs onto their matching activity.
- I will say, “If I was to place Pete the Cat on front of the bus where would he go?” I will have a volunteer come move Pete the Cat on the board. Then I will have another volunteer move Pete the Cat to another location where he is in front of something. I will give the students 2 minutes to glue their Pete the Cat cut outs onto their matching activity.
- I will say, “If I was to place Pete the Cat behind of the bus where would he go?” I will have a volunteer come move Pete the Cat on the board. Then I will have another volunteer move Pete the Cat to another location where he is behind something. I will give the students 2 minutes to glue their Pete the Cat cut outs onto their matching activity.
- I will say, “If I was to place Pete the Cat beside the bus where would he go?” I will have a volunteer come move Pete the Cat on the board. Then I will have another volunteer move Pete the Cat to another location where he beside of something. I will give the students 2 minutes to glue their Pete the Cat cut outs onto their matching activity.
- I will say, “If I was to place Pete the Cat next to the bus where would he go?” I will have a volunteer come move Pete the Cat on the board. Then I will have another volunteer move Pete the Cat to another location where he is next to something. I will give the students 2 minutes to glue their Pete



|                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                      | <p>the Cat cut outs onto their matching activity.</p> <ul style="list-style-type: none"> <li>● I will say, “If I was to place Pete the Cat in between the buses where would he go?” I will have a volunteer come move Pete the Cat on the board. Then I will have another volunteer move Pete the Cat to another location where he is in between two objects. I will give the students 2 minutes to glue their Pete the Cat cut outs onto their matching activity.</li> <li>● After the students have completed the matching activity, I will collect the student’s papers then proceed to the conclusion.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Higher Order Questioning:</b> <i>must occur throughout all procedures, Blooms or DOK, utilize multiple levels &amp; state level</i></p>                                                                                                                        | <p>DOK 1: What are positional words?</p> <p>DOK 2: How do we use positional words in our everyday life?</p> <p>DOK 2: How do positional words help us solve problems?</p> <p>DOK 2: How do positional words help us find specific items?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>After/Closure/Summary:</b> <i>i.e., review key points, summarize and restate learning objective and clarify misunderstandings</i></p>                                                                                                                          | <p>I will say, “Today we have learned about positional words and how they are special. We read about Pete the Cat and his trip on the bus. Then we used Pete the Cat to demonstrate where he would go based upon our special words. I am so proud of how hard everyone worked today and I appreciate your participation. Does anyone have any questions?”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Differentiation:</b> <i>What will I differentiate? Content, process, product, environment. How will I differentiate? For Readiness, Interest, Learning Profile, Affect/ Learning Environment. How will you address students with exceptional learners?</i></p> | <p><b>Content:</b> I will differentiate the content by reading all the directions and activities out loud. The students and I will complete the matching activity and demonstrations as a class.</p> <p><b>Process:</b> I will differentiate the process by facilitating the demonstrations by moving around the room based upon the positional word. The students will also have the opportunity to participate in acting out the positional words. Student volunteers can move the Pete the Cat stuffed animal around the room to the correct spots based upon the location of other objects in the room. Students will demonstrate their knowledge by completing a matching activity with their own Pete the Cat cut outs by gluing them onto their paper. The students will also have the opportunity to volunteer and move Pete the Cat on the cut outs that will be placed on the board in the front of the classroom. The students will be provided with manipulatives, activities, and real-life examples throughout this lesson to demonstrate positional words and how they are used in our everyday lives.</p> |

|                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                         | <p><b>Product: N/A</b></p> <p><b>Learning environment:</b> I will differentiate the environment by first having the students work in pairs to predict what will happen during the story. The students will be provided with the opportunity to share their predictions to the class. During the demonstration we will complete each positional word as a class. After the demonstration is complete, the students will be given the opportunity to work with their table to place their cut-outs of Pete the Cat on their paper in the correct locations. The students will be given the opportunity to sit on the carpet during the read aloud and then transition back to their seats to complete the matching activity. The students will be provided with a safe learning environment where they are encouraged to be engaged and share their ideas with their peers and instructor.</p> <p><b>IEP #1 accommodations:</b> The student with the IEP requires extra support and extended time. To accommodate this student, I allowed the student to complete the matching activity but measured their content knowledge with a check list. When I asked the class to move based upon the positional word, I checked the word with a check mark if the student moved to the correct location and an X if the student moved to an incorrect location. Also, the student was permitted double to time to complete the matching activity compared to the time allotted for the other students in the class.</p> <p><b>IEP #2 accommodations:</b> The student with the IEP requires positive reinforcement for good behavior. The student has a chart to track their behavior in each activity throughout the day. To accommodate this IEP, I provided the student with positive reinforcement after the lesson, and positive praise throughout the duration of the instruction.</p> |
| <b>POST TEACHING</b>                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Self –Reflection:</b> <i>Did the students meet the objective? What data supports this? What part of my lesson plan was most effective? How might I change</i></p> | <p><b>Objectives and Data:</b> The students did meet the objective. The data I used to support this claim were the results from the summative assessment used in the lesson. Every student scored 100% proficiency on all positional words expect for one. This specific word was “beside.” For this objective the class averaged a 99% proficiency on this positional word.</p> <p><b>Effective forms of instruction:</b> The most effective part of my lesson was using the manipulatives on the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

*this lesson to be more effective? Was my classroom management effective? Any other question you might need to address.*

board. By allowing student volunteers to move Pete the Cat around the bus it kept the students engaged. Also, during the lesson I stood up on chairs or moved places in the room based upon the correct positional word. Then I provided the students an opportunity to follow my example.

**Necessary adjustments/changes:** Before the lesson I was unaware the dry erase board in the classroom was not magnetic. I had placed magnetic strips on the manipulatives I used. There, I had to improvise and use tape to keep the manipulatives on the board. While the students and I were moving the manipulatives the magnetic strips were weighing down the manipulatives, so they kept sliding down the board. Also, the tape kept coming off making it difficult to move on the board. Therefore, I would consider putting Velcro tape on the board and the manipulatives to make for easier transitions.

**Classroom management:** For this lesson, my classroom management was effective. I used Miss Octopus to ensure the students were listening, following directions, and staying quiet while I was instructing. When the lesson was complete the students worked hard and received a reward for their amazing behavior!

**Others:** The students were very engaged throughout the lesson. Many students were eager to answer questions or volunteer when asked. The students enjoyed the read aloud and by adding the extra hand motions which corresponded to text, the students were excited to move to the next page. The students were well-behaved and polite between interactions with myself, other teachers in the room, and their peers.

