



GCU College of Education
LESSON PLAN TEMPLATE

Section 1: Lesson Preparation

Teacher Candidate Name:	London Blake
Grade Level:	Kindergarten
Date:	November 15, 2022
Unit/Subject:	English Language Arts
Instructional Plan Title:	Writing with Friends
Lesson Summary and Focus:	<i>In this lesson, students will learn how to incorporate the appropriate print concepts in their writing. Students will focus on the mechanics of writing using the correct punctuation, capitalization, and spaces. Students will be able to discuss the parts of the book.</i>
Classroom and Student Factors/Grouping:	<i>The classroom dynamics consist of 24 diverse students with different learning styles and abilities. The students in the classroom include a range of beginning, emergent, and developing students. Some students are consider below, above, and on grade level. These factors can affect planning, teaching, and assessing because the activities, and instructional strategies will have to be differentiated to meed the various of each individual learner.</i>
National/State Learning Standards:	<i>ELAGSEKRI5: Identify the front cover, back cover, and title page of a book.</i> <i>ELAGSEKRI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</i> <i>ELAGSEKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>



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Specific Learning Target(s)/Objectives:	• <i>I can identify the parts of a book.</i> • <i>I can identify the role of the author and the illustrator in a story.</i> • <i>I can use punctuation and capitalization in my sentences.</i>
Academic Language	<i>The teacher will introduce the vocabulary terms with students before, during, and after the lesson as a review. The teacher will add these terms to the class word wall for students to reference.</i> • <i>Author</i> • <i>Illustrator</i> • <i>Front cover</i> • <i>Back cover</i> • <i>Characters</i> • <i>Details</i> • <i>Title</i> • <i>Spine</i> • <i>Donate</i> • <i>Volunteer</i> • <i>Thankful</i> • <i>Needs/ Wants</i>
Resources, Materials, Equipment, and Technology:	<i>Activboard Smartboard</i> <i>Document camera</i> <i>Interactive English Language Arts notebook</i> <i>Sentence Stems</i> <i>Pencil</i> <i>Crayons</i> <i>Scissors</i> <i>“Thank You” book by Mo Willems</i> <i>Read aloud “I am Thankful” by Suzy Capozzi</i> https://www.youtube.com/watch?v=fQkambW41b0

Section 2: Instructional Planning



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Anticipatory Set <i>The teacher will open the lesson with dialogue that prompts the students to think about being thankful and how to become active in their community.</i> <i>To gain students' interest the teacher will use music and movement as a tool to engage and motivate students. The teacher will use a song to help students to identify the role of the author and illustrator. The teacher will reinforce the concept that the author writes the words and the illustrator draws the pictures in a book.</i> <i>The teacher will ask students questions to help students identify the parts of a book. For example, title, front cover, back cover, spine.</i> <i>The teacher will share the read aloud "I Am Thankful" by Suzy Capozzi. The teacher will place emphasis on the role of the author and illustrator.</i>	Time Needed 30-45 mins.
Multiple Means of Representation <i>For the lesson, the students will complete a writing prompt in their interactive English Language Arts journal. For example: "I am Thankful for". The students will use a sentence starter to tell what they are thankful for and why. The teacher will use examples from the story to give students an idea with their writing. The teacher will ask questions like: What were some things that the boy was thankful for? Why or What were his reasons? Can you think of some things or people that you are thankful for? Tell Why?</i> <i>I will model one example on the white board before allowing students to work on their writing prompt independently. Students will discuss with their peers at their table their responses. The teacher will choose students to share their responses.</i> <i>Explain how you will differentiate materials for each of the following groups:</i> <i>English language learners (ELL): To differentiate for ELL students the teacher can provide students with sentence stems to help start students off with their writing prompt. The teacher can also provide students with word banks or related words to include in their writing for spelling and pronunciation purposes.</i> <i>Students with special needs: To differentiate for students with special needs the teacher can use lined paper with fewer lines to help students with their writing. The teacher can also use sentence stems or pre-designed templates.</i> <i>Students with gifted abilities: To differentiate for students with gifted abilities the teacher can encourage students to write more than one sentence and include more details.</i>	Time Needed 30-45 mins.



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• Early finishers (those students who finish early and may need additional resources/support): To differentiate for students who finish early or need additional support the teacher can provide students with additional learning supports that reinforce the content-related skills.	
Multiple Means of Engagement • <i>The students will interact with the content by completing a writing activity such as a writing prompt. The teacher will have students engage in a class discussion.</i> • <i>The teacher will use this as an opportunity to emphasize academic language such as “donate” and volunteer”. Students will discuss with an elbow partner what they are thankful for and why.</i> • <i>The teacher will ask students about what items they think they can or should donate to the community. Students will decorate the donation box for the collected items.</i> • <i>The teacher will continue the discussion about why it is important to give or help others out. Students will discuss their responses with a peer.</i> • <i>Students will have an opportunity to decorate a pair of socks on their own.</i> <i>Explain how you will differentiate activities for each of the following groups:</i> • English language learners (ELL): To differentiate for ELL students the teacher can use sentence starters, and have the students to dictate to the teacher their sentences. • Students with special needs: To differentiate the activity for students with special needs the teacher can use a graphic organizer to help students organize their writing so that it flows smoothly. The students can dictate to the teacher their ideas for writing. • Students with gifted abilities: To differentiate the activity for students with gifted abilities the teacher can have these students to come up with their own sentences to write.	Time Needed 30-45 mins.



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• Early finishers (those students who finish early and may need additional resources/support): To differentiate for students that are early finishers and need additional support the teacher can allow students to work in learning stations that reinforce content-specific concepts. Students will be given choices of reading a book , selecting academic words to write sentences with, create their own book etc.	
Multiple Means of Expression <i>Students will demonstrate their understanding of content-related skills using multiple forms of assessment. Students will be assessed formatively through observations and verbal responses. The teacher will use an Exit Ticket to assess students knowledge.</i> <i>For the <u>Exit</u> Ticket, the the students will have to respond verbally to a prompt using a pre-designed sentence stem. The students will be given a sentence and they will have to add a punctuation mark and determine if the sentence needs an uppercase/ capital letter. The students can color the beginning of the sentence green to emphasize that a sentence begins with a capital letter and color red for the punctuation mark that emphasizes that it stops the sentence.</i> <i>For the summative assessment, students will complete a multiple-choice sheet. Students will have to select the best choice answers for each questions. For example, What does the author do? What does the illustrator do? What does the spine do? What part of the book is this?</i> <i>Students will complete a one to two sentences journal prompt. They will be expected to write the prompt using proper capitalization and punctuation, and utilize an example from the simulation to demonstrate their understanding.</i> <i>Explain how you will differentiate assessments for each of the following groups:</i> • English language learners (ELL): To differentiate assessment for ELL students the teacher will allow students to give an oral or written response. The teacher will allow students to use a visual cue that they can use to point to. Students will be given additional wait and think time when providing responses. • Students with special needs: To differentiate assessment for students with special needs the teacher will provide students with additional wait and think time. • Students with gifted abilities: To differentiate for students with gifted abilities the teacher can assess students using higher-order thinking questions about other parts of the book (page number, glossary, index).	Time Needed 30-45 mins.



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• Early finishers (those students who finish early and may need additional resources/support): Students will complete self-paced assessments at their individual levels on Nearpod.	
Extension Activity and/or Homework <i>A homework activity can consist of having students to complete a book report on one of their favorite books. Students must include and be able to identify and discuss the arts of the book such as the title, the author, illustrator, etc.</i> <i>An extension activity can consist of having students to think about other ways that they can show that they are thankful to people in their communities This can consist of having students to think and describe ways that they can volunteer or donate in their communities. The teacher can encourage students to write 1-2 sentences. An additional task can consist of having students to create posters or signs asking people in the community to donate items for a good cause. This activity supports the learning objectives because it helps to reinforce content-specific skills related to writing and concepts of print</i>	Time Needed 30 mins.