

Intro Lesson Plan Activity Template

If the text is in Gray - you do not need to enter anything at this time. Only enter information for the **bolded or colored** items as you are instructed to do so during the specific unit and chapter. Below is the order in which we will complete this activity as we move through the chapters:

Lesson Plan Activity - you will only complete the activity for the unit and chapter we are on at the time

Unit 1 - **Spiral curriculum/4 C's** - chapter 10 (30 pts.) + Original Lesson Plan (5 pts) <https://www.teacher.org/lesson-plan/rhyme-time/>
 Unit 2 - **MI & LS** - chapter 3 (50 pts.)
 Unit 3 - **Philosophies** - chapter 5 (30 pts.)
 Unit 4 - **KSDE Standards** - chapter 9 (30 pts.)
 Unit 4 - **Assessment** - chapter 9 (25 pts.)
 Unit 4 - **Technology** - chapter 11 (30 pts.)

Total Lesson Plan Activity (200 pts)

Candidate:	Course:	Date:
Location:	Subject:	Grade level:

(chp 9 pt 1 unit 4) Standard(s) 30 pts. Include the text for each standard	1. On this template, identify the KSDE standard(s) the Original lesson is meeting, <u>include the identifying numbers/letters</u> and copy and paste the descriptors. (5 pts) Phonics and Word Recognition <u>RF.1.3</u> RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. 2. Identify at least one additional KSDE standard you could meet if you revised the lesson, <u>include the identifying numbers/letters</u> and copy and paste the descriptor(s). (5 pts) W. 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. S.L.1.1 Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and large groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

3. Explain how you would revise the lesson to meet the additional KSDE standard (5 pts)

W. 1.3

The students will need to recount in their book about *The Cat in The Hat, Green Eggs and Ham* at least 2 pairs of rhyming words as well as 2 different scenes where those events took place within the book. I.e. box, fox (eat them with a box, with a fox) & train, rain (train, in the rain). They also need to disclose, how did the book end? Were the cat and the hat/sam-I-am reconciled? Did he end up trying the green eggs and ham being offered?

S.L.1.1

The students are allowed to discuss their rhyming words and ask any questions, as well as collaborate with other students in groups as they talk about the book events. They need to be guided to take turns sharing and talking, so that everyone gets a chance to speak.

4. Identify the CCSS being addressed, ELA and/or math, include the identifying numbers/letters and copy and paste the descriptor. (5 pts)

CCSS.ELA-LITERACY.RF.K.2.A - Recognize and produce rhyming words.

5. Identify the CCSS standard you could add, include the identifying numbers/letters and copy and paste the descriptor. (5 pts)

RL.3. Describe characters, major events, and major events in the story using key details

RF.4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

6. Explain how you could revise the plan to include the CCSS you identified (5 pts)

	RF.4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. I would have the students read their rhyming books and crafts aloud orally to the student's presentation (show and tell) time. This would be done one student at a time, and would allow me to grade them individually with the rubric.		
Concepts:			
Learning Goal: Understand (Big Idea, title, enduring understanding, generalization)			
Critical Content: <i>Know</i>		Critical Skills: <i>Do</i>	
Essential Question:			

Objectives/Target/I can statement: 1. Identify the verb, is it measurable? 2. The condition (if any) under which it will occur 3. The criterion of acceptable performance. (chp 9 pt 2 unit 4) Assessment Plan 25 pts. Identify Formative/Summative, etc. for Original and Revised The Student will be able to:	Assessment Plan Sentence Stem: Students will... Teacher will... List the lesson objectives in the Original Plan (5 pts) CCSS.ELA-LITERACY.RF.K.2.A - Recognize and produce rhyming words. The learners will be able to identify rhyming words in the same word family with at least 80% accuracy. The learners will identify words within the word families of –at, -op, -ad, -all, -ake Identify the assessments, and their types (formative, summative, etc.), used in the Original plan (10 pts) Students will show understanding by creating a take-home booklet to practice rhyming words. Students will be assessed by creating and then reading the words produced by the book. The assessment used in the original is formative, informal assessment. It is simply a discussion of students reading their books when they are done creating them. The teacher wants to monitor the students progress. Explain the revisions you will make to ensure more formative assessment is included in your revised plan
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	(10 pts) I would include a self-written rubric that consists of grading for oral reading skills, book content, craft completion, and participation. They would consist of 25% each across all skillsets.
(chp 10 unit 1) Student-Centered/Spiral Curriculum 30 pts. + 5 pts original plan link at top 21st Century 4-C's	Identify if the original lesson plan was student-centered or subject-centered and list the traits that make it so. (5pts) 1.The lesson plan is a mix of being both student-centered (creative, self-discipline and teacher interaction) as well as subject-centered (rhyming). The student is allowed to be creative in the way that he uses his paper to draw the rhyming words. He needs to think critically to find the rhyming words in Dr. Suess, as the teacher communicates (reads the books). After reading, the student needs to be creative to combine the words that match on a board and collaborate with others in his group on how to present the rhyming words. Explain how you would modify it to make it more student-centered. (5pts) 2. I would have the student group's decide how they would want to pair the rhyming words. I.E. drawing a picture, putting bows on a string and making a kite with pairs of the -am, -at, -ad families, or making a hot air balloon where each section is a group of rhyming words. They get to decide the activity craft they prefer between the two. Identify the 21st Century Skills that are being addressed, and explain how. (5pts) 3. In Dr. Suess' book, The Cat in The Hat: Green Eggs and Ham- there are two cultural contexts being addressed. In Sam I Am's cultural context and identity at the beginning of the book. He is refusing to try Green Eggs and Ham; but with persistence the cat in the hat eventually (by the end of the book) convinces him to try something new. The cat in the hat teaches him not to judge a food by it's cover- not to criticize a new culture and food - but to try it. After Sam tries the food, it is grafted in and received. It strengthens the friendship and the bond between Cat and the Hat and Sam. So the cat in the hat (who was giving generously) went from being a pesky person to a grafted-in, friend. The book teaches generosity in a fun, amusing way! It also

	teaches someone to not judge a book by it's cover- be willing to try new things! In short, it helps with social & cross-cultural skills as well as flexibility & adaptability. These are all important for life & career skill development. Explain the revision you could make to include at least one more of the 4 C's. (5pts) 4. Instead of the hands-on activity after reading the Dr. Suess book being an individual seatwork, I would rather make it a group project where each student makes a kite or hot air balloon (with the main portion being the ending that's repeated) and the bows on the kite and air balloon sections as the pairs. How is it group work? Well, I would give each student in the group a different ending- so each of their kites would have different rhymes, but they would communicate to help each other out and double check each other's work. Identify the ELA/Math spiral that is being covered in the plan or explain that there is none. (5pts) 5. Currently as it is, they read the book and they spiral by doing a reinforcing activity of pairing the rhyming words. The end goal in sight is to teach the students what rhyming words are. Explain the revisions you could make to better include ELA or math spiral. (5pts) 6. I would follow the above step by having them bring a book from home (for show-and-tell) that has rhyming words. I would also have them make a chart later in the year that lists rhyming words. Lastly, I would have them make a rhyming book so that they solidify their understanding of rhyming words. There is also a memory matching game, (where you flip pairs of cards over that match) that I would have the students play. I would have them each play with a partner.
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Integration of Literacy: (Reading, Writing, Listening, Speaking, Viewing, Visual Representation)		Key vocabulary:		Language Objectives: Includes either the academic language you will be teaching or the language processes you will	
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				expect the students to use during the lesson. Ex: Ask and answer questions. Orally defend a position.	
(chp 11 unit 4) Technology Standards 15 pts. Include the text for each standard Innovative Materials & Technology Tools 15 pts. (Tool: Label SAMR Level, Describe)	List the ISTE Standards for students you believe are addressed in the Original plan (5 pts) There were no ISTE Standards addressed in the original plan. So instead, I made up this to replace the original: <i>Digital Citizen</i> I could instead have them watch the YouTube Green Eggs and Ham video at  2 Dr. Seuss Favorites: Green Eggs and Ham and The Cat in the Hat List the ISTE Standards for students you can address with revisions to the Original plan and explain how (10 pts) 1. “<i>Computational Thinker</i>” - Teacher will create a powerpoint slideshow “game” for students to play. The game will show a plate of green eggs on one side, and ham on the other. Students will need to find the matching green egg rhyming words to their pairing rhyming word ham. There will be a series of slides for each rhyming word. They will be able to move the eggs and the ham onto the same plate to show the completion of a pair of rhyming words. 2. “<i>Digital Citizen</i>” - This will teach students to become familiar with google slides. Ex: <u>Google Docs</u>: Modification, Teacher will have students use a google doc to sign up for performance projects. Identify the SAMR level that is reached in the Original and explain how it is met (5 pts) <i>Substitution.</i> I could have them watch the video and substitute the original plan of reading the book to the students directly. The end result is the same. They have the story read to them. Identify the higher SAMR level you can now reach with revisions you will make and explain how revision meets that level (10 pts) <i>Modification.</i> The Substitute is then modified to have students play a couple slideshow games involving critical thinking skills. The students can also be given slides in which they need to put the story in order of what happened first, second, third, fourth and last. I take screenshots of different scenes in the story, and the student places the pictures in the correct order. <i>Redefinition.</i> When the students finish all their work, they will be given the extra free time to go to the PBS Kids Cat in The Hat Games website to play a few games. The games can be played at https://pbskids.org/catinthehat/games/				
(chp 3 unit 2) Responsive Teaching/Differentiation 50 pts	Sentence stem: Differentiated the <u>(process, product, content, environment)</u> by _____ based on student <u>(learning and intelligence preferences)</u>. Identify the student MI preferences that are being reached with the Original lesson plan and explain how (10 pts) - Verbal/Linguistic - The Cat in the Hat Green Eggs And Ham is verbally read, by nature. It is a book to be read.				

- What will I do if they don't get it? How will you remediate?
- What will I do if they get it? How will you extend?
- How will you include all learners? Use and include the table you created of your classmates' styles
- Identify Process, Product, and/or Content differentiation(s) you made

- **Musical/Rhythmic-** The Cat in the Hat Green Eggs And Ham is rhythmic. It contains rhyming words. The students will be able to read along with me in the repetitive parts of the story
- **Logical/Mathematical-** The Cat in the Hat Green Eggs in Ham, is a story in sequence. It goes in a logical order, referring back to moments.
- **Visual/Spatial-** Looking at the pictures and creating a visual image of the cat in the hat trying to give Sam green eggs in ham is full of movement from scene to scene. The children will pick up on the differing environments.
- **Bodily/Kinesthetic-** Making a craft after reading the story; using hand eye coordination with scissors, gluing the string to the bows for the kite or the string for the hot air balloon requires discipline
- **Intrapersonal-** Deciding how you want to color your individual picture is independent work and making your own rhyming words requires inward independent time.
- **Interpersonal-** Group work of collaborating on different rhyming endings and finding new words with that same ending. They can have a time of show & tell with the rest of the class what rhyming words they made with their kite/or hot air balloon.

Identify the student Learning Styles that are being reached with the Original lesson plan and explain how (10 pts)

- **Auditory** - reading of the story & the student hearing it
- **Visual** - looking at the pictures
- **Tangible** - making the craft

Include a link to your copy of the class chart here (5 pts)

[Class Chart Results Link](#)

Identify the MI preferences represented in our class chart that are not represented in the Original lesson plan (5 pts)
Naturalist

Explain the revisions you can make to include all learners on the chart (10 pts)

I believe that the lesson plan includes all learners on our chart of classmates. However, I suppose that I could read the book in an outdoor classroom so that they could get some sunshine while we read the story! It would help the naturalistic learner to absorb the material.

Explain if your Revised plan is “differentiated by process, product, or content” and explain how (10 pts)

If I read the book outside in an outdoor classroom, then the process of the teaching has changed. The assignment to create a craft is the same. The collaboration with other students is the same. The independent work is the same. The content, the book has not changed. The only difference is the process. The method in which I read the book is different. I am changing my environment from inside to outside. I would be changing the location of the reading time/storytime. The process in which I teach is different. I will need to read louder, inherently; because I am outside. I will also likely need some parent volunteers or a teacher's aid to help facilitate the outing.

(chp 5 unit 3)

Philosophy of Education (30 pts)

Introduction:

(Includes: Hook the learner increase interest, activate prior knowledge, review, preview content and vocabulary, essential questions posed, and relevance established)

Copy the Introduction on the Original plan and highlight words/phrases that represent the philosophy from which you believe the lesson is written and name the philosophy (10 pts)

This lesson will introduce or reinforce word families and rhymes for young children and/or struggling readers. The learners will be able to identify rhyming words in the same word family with at least 80% accuracy. The learners will identify words within the word families of -at, -op, -ad, -all, -ake

Begin the lesson by telling students that you are going to work on rhyming words. Explain that rhyming words tend to have the same letters at the end. Ask students if they can think of any words that rhyme. Tell students you are going to share a book that has lots of rhyming words. Share 'The Cat in the Hat' pointing out rhyming pairs as you go.

Craft Time

- Have students sit with plenty of room to cut. Give students one sheet of paper (see sample) and cut along the lines as shown. Younger children may benefit from having this completed for them. Also offer students one strip per word family you are using. (Three are shown below but more or fewer can be accommodated based on your students.) Have students write letters appropriate to the word families on each strip using three fingers between each for spacing. Sample strips are provided and can be copied if needed.
- Demonstrate how to thread the strip through the cuts with the letters showing on top. (See sample)
- Allow students to thread the strip into the slats that have been cut and read each word as the strip is pulled through. Remind students that each of the words in the family rhyme. After each student reads a few words, move on to the next. If a student is struggling offer help in sounding out the initial sound and ending, with a reminder that only the initial sound is changing. Struggling students may benefit from watching the first strip being read on an overhead.

Essentialism- Teacher-driven. The teacher reads to the students "The Cat in The Hat" and points out rhyming words as well as explains what rhyming words are: words with the same ending. The teacher demonstrates "how-to" do the craft.

Progressivism- Student-driven. The students are allowed to develop an individual approach to creating their rhyming words kite and/or hot air balloon. They are allowed to choose which rhyming words they wish to include in their kite.

Revise the Introduction to your lesson so that it reflects your newly identified philosophy of education (10 pts)

The student will develop an understanding about rhyming words and how to pair rhyming words of similar endings. This is the basic literature curriculum core content standard for the first grade classroom. The teacher will guide the student to be able to recognize rhyming words in Dr. Suess, *The Cat in The Hat*. The introductory instruction of the lesson will be done primarily through the reading of the book and signalling out the rhyming words in the book. The learners will identify words within the word families of -at, -ox, -ere, -ain, -am, and later during craft time their personal development of -ad, -op, -all, and -ake.

The teacher will lead a discussion lecture on rhyming words and will repeat the rhyming word phrases presented in the book- in order to pinpoint to the learners which words are in fact, rhyming. She will dictate the endings of the rhyming pairs and emphasize the endings. She will express through voice tonality the rhyming words. This will help the rhyming words to “stand out” so that the auditory learner can receive the understanding more effectively.

The teacher will also encourage the students to read aloud with her the rhyming pairs and the book. There is much repetition innately in the book *The Cat in The Hat*, so that the learner will receive the content more readily based on this repetition. The repetition will create a beat. The beat mixed with rhyming pairs will create a developed conceptual knowledge of rhyming. So that the students that are musically inclined will learn through the beat and rhythm of the book. This is more essentialist in nature, which aligns with my newly revised philosophy of education statement.

Lastly, the learners will create a craft. This is to be done individually but with group discussion and collaboration allowed. Student groups will be 4 in a group with each member having either -op, -all, -ad, and -ake. The student is entitled to color and create their kite to their own individual design. This allows for student expression and student self-identification. It also allows the student to coordinate and work with their peers. They can collaborate on helping to find and spell rhyming pairs. It is a group problem-solving activity. They can also present their work to the rest of the class in a show-and-tell manner. This will allow students to feel good about the work that they have done and bring them satisfaction in the completion of the project. This is a more progressive philosophy in nature, which aligns with my newly revised philosophy of education statement.

At the very end, the students during their show-and-tell; will tell the class what important positive character trait and value did the cat and the hat, and Sam-I-Am learn. This will allow the student in character development and understanding. This is more Constructivism in nature.

Highlight the words/phrases you use to represent your identified philosophy and name the philosophy. (10 pts)

Essentialism
Progressivism
Constructivism

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Lesson Procedure (The following three categories occur simultaneously)

Instruction (Specific & Scripted)	Modeling (Specific & Scripted)	Checking for Understanding (<u>Include blooms level</u> , 'question', strategy) Ex: <u>Application question</u> : 'How does ____ apply to you?'-Think-Pair-Share
1.	1.	1.
2.	2.	2.
3.	3.	3.

Guided Practice:	
Independent Practice:	
Closure: (Review Objective, Student Reflection, Relevance)	
Self Reflection: What went well? What will I change?	

VI. Self Reflection: using the H.E.A.T Framework

H Higher-Order Thinking H 12/3 = Remembering / Understanding H 4/5 = Applying / Analyzing H 6 = Evaluating / Creating E Engaged Learning E 1/2 = Reporting back information w/o collaboration E 3/4 = Solving teacher-directed problem w/o collaboration E 5/6 = Solving student-directed problems within / beyond classroom A Authentic Connections A 5/6 = Applied learning within / beyond classroom that impacts students A 3/4 = Real world connections made by the teacher / students A 1/2 = Too vague / No real world connections T Technology Use T 1/2 = Technology not used or represents a distraction T 3/4 = Technology used primarily by teacher / students T 5/6 = Student-directed use of technology in creative / innovative ways	H Higher-Order Thinking	
	E Engaged Learning	
	A Authentic Connections	
	T Technology Use	