

Lesson Plan by: Leanne

Lesson: “I like to” sentences
Age/Grade: Kindergarten

Length: 10-15 minutes

Academic Standard: K.1.4 Recognize that sentences in print are made up of separate words.

Performance Objective: Given a sentence, the student will correctly point to the first word of the sentence 2 out of 5 times correctly with a teacher watching.

Advanced Preparation by Teacher: Two sets of note cards (each note card having one word of the sentence written on it), one of those sets glued onto a piece of construction paper.

Procedure:

Introduction/Motivation: Ask her what she likes to do after school (intrapersonal). Tell her that she is going to be shown a sentence with the words on it that say what she likes to do after school. She will then draw a picture of herself doing that activity.

Step-by-Step Plan:

1. Give her cards that are not yet glued onto the paper to see if she can put them in order (**linguistic**).
 - a. Ask her to put the words in the correct order (**bodily kinesthetic**). (She couldn't do this by herself when I observed her.)
 - b. If she is not able to put the cards in the correct order, the teacher will lay them out so she will have a model (**visual spatial**) and go to step 2.
2. Show her the paper with the sentence already glued on it.
 - a. Ask “What word is the first word in the sentence?” (**knowledge**)
 - b. Have her point to the correct word. (**linguistic and bodily kinesthetic**)
3. If she achieves her objective, other questions can be asked.
 - a. What is the last word in the sentence? (**knowledge**) – This could be answered by pointing or saying the word.
 - b. Or, say a color and have her point to the word that is that color.

Closure: After achieving the objective or when the activity is over, have her draw a picture of herself doing the activity she likes to do after school.

Adaptations/Enrichments: For this activity, I lowered the difficulty. If she couldn't put the words in the correct order, I already had a paper prepared for her that already had them on it. Also, there is a teacher or assistant with her throughout the activity to help her out. Another adaptation is that each word is a different color. This is another way to show her that sentences are made up of separate words. If she achieved her objective, an enrichment activity would be to ask her more questions about the sentence. For example, ask what the last word in the sentence was. Also, you could say a color and she would have to point to which word was that color.

Self-Reflection: Done after the lesson. What went well and what can be improved. Because the teacher or assistant would be with the student during the lesson, it will be obvious if she completed the objective. If the teacher asks the student to point to the first word 5 times and she got 2 times correct, then the objective was achieved.