

## MANCHESTER COLLEGE- Department of Education

**LESSON PLAN by:** Sahara Kipfer

**Source:** <http://www.cbv.ns.ca/sstudies/activities/1rstday/7.html>

**Lesson:** All About Me

**Length:** 30-45 minutes

**Age or Grade Intended:** 4<sup>th</sup> grade

**Academic Standard(s):**

- English/Language Arts 4.6.1- Handwriting:
  - Write smoothly and legibly in cursive, forming letters and words that can be read by others
- English/Language Arts 4.6.3- Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.
  - Verbs: We strolled by the river.
  - Adjectives: brown eyes, younger sisters.
  - Adverbs: We walked slowly.
  - Appositives: noun phrases that function as adjectives, such as *We played the Cougars, the team from Newport.*
  - Participial phrases: verb phrases that function as adjectives, such as *The man walking down the street saw the delivery truck.*
  - Prepositional phrases: in the field, across the room, over the fence.
  - Conjunctions: *and, or, but* (Core Standard)

**Performance Objectives:**

Given a prompted sentence, students will complete it by writing legible and detailed responses in cursive, with 100% accuracy.

Using their self-created posters, students will present 4 different facts about themselves to one other student, whose responsibility is to verbally express one fact about the other student to the class.

**Assessment:**

The teacher will observe the students as they complete their sentences and share their information with a partner and eventually the class.

The teacher will collect the students' papers and check their development of "expressive" sentences.

**Advanced Preparation by Teacher:**

The teacher should first gather one sheet of construction/computer paper (roughly the size of 18" x 12") for each student, in addition to themselves. Next, the teacher

will need to decide on the sentence prompts to use (one for each corner of the paper). For this lesson plan, the teacher will be using the prompts of “My family”, “I like”, “I do not like”, and “This year I want to”. The teacher will then need to make a sample poster that describes their self, that way the students will get to know you and they will also have a model to go by. Lastly, the teacher may need to make some adaptations, such as making a copy of their sample poster for a visually impaired student or by making a copy of the directions for a hearing impaired student.

### **Procedure:**

**Introduction/Motivation:** The teacher will begin the lesson by asking the students: “Does everyone in the class know each other? Are you able to name at least one fact about every person in this room?” Not every student will be familiar with one another, so this will lead into the introduction of the activity: “Since everyone is not familiar with one another, we are going to take part in an activity that will help us to learn some fun and interesting facts about the people in this room. We are going to do this by making posters that describe ourselves.”

### **Step-by-Step Plan:**

- Step 1: The teacher will show their project example to the class and they will have it drawn on the chalkboard as well (Gardner: Visual-Spatial), that way the students understand what the finished product should bear a resemblance to. While the teacher is explaining the sample, they will also clarify the performance objectives (Gardner: Verbal-Linguistic).
- Step 2: The teacher will then either pass out the computer paper or dismiss the students according to their seating and they will choose one sheet of construction paper.
- Step 3: Once the students have their piece of paper, they will be instructed to fold it into quarters (half and then half again) and then unfold it to make the creases show. So that there is no confusion, the teacher will demonstrate this task (Gardner: Visual-Spatial).
- Step 4: Students will be instructed to write their name across the center of their paper, but they are to leave room in each of the quartered sections for other marks.
- Step 5: The teacher will tell the students to write the prompt “My family” in the upper left-hand corner. The students will then be instructed to complete the sentence, such as how the teacher’s is written (Gardner: Verbal-Linguistic).
  - To help the students in their thinking, the teacher may ask: “How would you describe your family? Are they big in number, loud, or funny?” (Bloom: Knowledge).

If and when some students finish their sentences early, then they can draw pictures to correlate with their sentences.

- Step 6: Students are to repeat step 5, but the following prompts will be written in different sections(Gardner: Verbal-Linguistic):

- “I like” in the upper right-hand section.
- “I do not like” in the bottom left-hand section.
- “This year, I want to” in the bottom right-hand section.

Again, to help the students complete these sentences, the following questions can be posed:

- When talking about likes, ask the students: “what is your favorite food?” or “What sports do you like?” (Bloom: Knowledge).
- When discussing dislikes, ask the students: “Can you explain one thing that you do not like, perhaps a food, television show, or even a chore at home?” (Bloom: Comprehension).
- The teacher, when talking about “this year,” can ask the class: “What is one thing you want to do this year? (Bloom: Knowledge). Do you want to study harder, make the honor roll, or maybe you want to eat breakfast every day before school?”

**Step 7:** Once the students have completed their posters, they will be placed into groups of 2 by counting from 1 to 12 two times. When all the students have been assigned their number, they are to find the other person in the class with the same number → this will be their partner for the next part of the activity (Gardner: Interpersonal).

- Before the teacher let’s the students disperse into their pairs, they should clarify the purpose of this part of the activity.
  - The idea is to learn something new about the other person and then share this new fact with the class. Students will carry this out by taking turns in presenting their poster to their partner (Gardner: Verbal-Linguistic and Visual-Spatial).

**Closure:** After the students have shared their posters, the teacher will have the students take turns introducing their partner, in which they are to reveal one of the facts they learned about that person (Gardner: Verbal-Linguistic). Once everyone has had the opportunity to divulge a newly discovered fact, they will submit their poster to the teacher, so that they can read over their facts and assess their sentence development.

### **Adaptations/Enrichment:**

**A girl with a visual impairment-** She should be given her own personal copy of the teacher’s example, that way she does not have to strain her eyes to see the example on the chalkboard.

**A boy with a hearing impairment-** The teacher could give the student a written copy of the verbal directions and when they are explaining these instructions, they could try and stand closer to this student. This would only be done if they do not have an enhanced hearing aid

of some kind. If they have a supporting device, then the teacher might wear a lapel or other device to help in conveying the directions clearly.

A boy that is gifted in the subject area of English/Language Art- He could identify the different parts of his sentences, such as verbs, adjectives, and adverbs.

**Self-Reflection:** Did I immediately engage my students' attention in the beginning? If not, how could I change the introduction to better captivate their interest? Were the performance objectives met with success? If not, what part did the students struggle with? Were the directions clearly stated for the lesson or were students confused at times? Was enough time allotted for this lesson or were the students rushed at any point? Were the adaptations appropriate for such students? For future references, what would I change about this activity, anything?