**Early Childhood Special Education Lesson Plan**

**Teacher Candidate:** Carmela Laya **Grade Level:** Second Grade

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| **Lesson:** Christopher Columbus  |
| **Unit of Study:** Social Studies for the holiday of Christopher Columbus  |
| **Goal of Lesson (Common Core State Standards/Division of Early Childhood where appropriate)** |
| Christopher Columbus (Explorer)  |
| **Objectives:** |
| * SWBAT identify who Christopher Columbus was and name one important fact about his life and/or what he is famous for by writing a sentence, then illustrating it. The fact can be from the beginning, middle or end of his life
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| **Pre-Assessment:** |
| Before the read a loud, students will identify what they already know about Christopher Columbus. Student’s responses will be listed on the board. Responses will be documented to determine how much students know. Students will be asked, “Who is Christopher Columbus? What did he do? Why do we celebrate him? What is he famous for?”  |
| **Post-Assessment:** |
| Students will be assessed based on their illustration and fact sentences. The teacher 1:1 correspondence during small group activity. Student’s will be assessed with a checklist based on verbal, nonverbal and written responses * Did the student identify and explain at least one fact about who is Christopher Columbus and what is he famous for?
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| **Materials:** *A Picture Book of Christopher Columbus* by David A. Adler, Smart Board, drawing paper, pencil, construction paper, colored pencils, crayons and/or markers  |
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| **Use of Technology:** Technology will be utilized by the usage of the Smart Board to provide the pre- and post assessment. Student’s responses will be documented on the board for what they know about Christopher Columbus. After student activity there will be a share of student’s work.  |
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| **Differentiation:** To make it easier: * Student will draw a picture as a part of his life instead of writing about it
* Student will write one word that describes Christopher Columbus and what he did
* Student will fill in the blank and have one line to describe what Christopher Columbus is famous for

To make it harder: * Student will write at least 2 sentences describing what Christopher Columbus did and why they think we celebrate him
* Student will write at least 3 important facts about Christopher Columbus’s life
* Student will explore other books and research more information about Christopher Columbus
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| **Seating Configuration/Use of Physical Space:** |
| Students will sit in whole group for the pre assessment and complete a graphic organizer of what they know about Christopher Columbus. Students will sit for whole group during read a loud, and work independently. Students will decide what part of Christopher Columbus’s life they want to write about, the beginning, middle or end. Students will work independently at their assigned tabled. After independent work, students will sit back on the rug for whole group instruction.  |
| **Teaching roles and collaboration:** |
| The cooperating teacher’s in the classroom will help with management of the classroom. Students will work independently and teacher will provide 1:1 for student’s needing additional support or guidance. One of the paraprofessionals will work 1:1 with one individual. The teacher’s will be walking around the classroom making sure students are on task and help with the transitions between whole group to small group.  |
| **Classroom Management:** |
| To manage the students to settle during whole group instruction they will be instructed to stop and listen, with either claps and/or imitating patting of shoulders and arms. The instructions will be presented with enthusiasm and asked critical question to encourage students to think outside the box. To seek appropriate behavior students will do a “thumbs up” if they agree instead of sharing responses. For students with attention seeking behavior they will sit in the front, chair or bench to avoid rolling on the rug. Students will be asked to move if they think they are sitting to someone that they might talk to. During small group students with off task/escape behaviors will have the instructions and steps repeated to them with either a verbal or visual checklist to keep them focused. Prior to seating at the tables to work independently, the teacher will create a step-to-step checklist of what students will do. To manage the noise levels in the classroom the lights will be turned off to remind students to lower their voices.  |
| **Engagement of students/anticipatory set/Motivation:** |
| Student’s responses will be written on the smart board. During small group the KWL chart will continue to present on the board, along with different pictures representing Christopher Columbus. During the read a loud the story will be read with enthusiasm and students will be asked critical questions about the book.  |
| **Connection to Previous lesson/Prior Knowledge:** |
| Students are familiar with Christopher Columbus. They are familiar with the concept of KWL charts and other graphic organizers. Students will make self-to-text connection by comparing life back then and life now.  |
| **Lesson Presentation:**Estimated Time: 45 minutes (15 minutes on rug for pre-assessment and read aloud, 20 minutes independent and 10 minutes for regroup and conclusion of the lesson) |
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| **Guided Practice/Active Involvement/Small group work/Independent Practice:**Estimated Time: 35 minutes 1. Students will sit in whole group on the rug. The teacher will ask, “What do they know about Christopher Columbus? Who he is? Have you heard of him? What did he do?” The teacher will write the responses on the Smart Board. After students have responded the teacher will elaborate that they will learn more about Christopher Columbus.
2. The teacher will introduce the life of Christopher Columbus by making a connection to the past and the present. The teacher will explain how Christopher Columbus lived over 500 years ago. Explain how life back then might have looked like. “Back then people didn’t have computers, Ipads, cellphones or cars. To travel people traveled by boats.
3. After students’ responses, draw a map of what Christopher Columbus’s travels might look like. He wanted to find a route from Spain to India and that he was looking for spices. (Teacher will illustrate the map and explain his exploration)
4. The teacher will introduce the book *A Picture Book of Christopher Columbus* to the students. The teacher will briefly explain what student’s will be doing about creating a class biography and for students to pay close attention to what happened in the beginning of Columbus’s life, what happened in the middle and what happened in the end after his travels.
5. The teacher will do the read a loud. After the read a loud the teacher will ask, “what happened to Christopher before he sailed to find the Indies? Then what happened when he sailed to find the Indies? Then what happened at the end after he found the Indies?”
6. The teacher will then explain the activity. Students will choose a part of Columbus’s life to write and illustrate about, either writing something that happened in the beginning, middle and end of his life. The teacher will ask a volunteer for each part of his life, and model what the picture and sentence will look like. Students will be instructed to write at least one to two sentences of his life. After students have wrote a sentence they will illustrate.
7. The teacher will write a checklist step for students to follow on the white board.
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| **Final Summary/Closure:**Estimated Time: 10 minutes |
| 1. After students have written and illustrated a part of Christopher Columbus’s life. Students will regroup back on the rug. The teacher will share some of student’s work by showing a piece that happened in the beginning of his life, the middle, and the end. The teacher will explain how they will create a class biography that all of their work will be put together to create a biography of Christopher Columbus. A book for all of them too looks at and read.
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| **Extension:** For a follow up lessons students will create a van diagram comparing the life of Christopher Columbus back then and how it is different now. Students can draw pictures of how life was different.  |
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**Assessment Checklist**

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|  | Did the student identify and explain at least one fact about who is Christopher Columbus and what is he famous for? | NOTES |
| 1. Adrian |  |  |
| 2. Aiden |  |  |
| 3. Alessia |  |  |
| 4. Astrid |  |  |
| 5. Ava |  |  |
| 6. Cathy |  |  |
| 7. Hillary |  |  |
| 8. Hudson |  |  |
| 9. Isaac |  |  |
| 10. Isabelle G.  |  |  |
| 11. Isabel J.  |  |  |
| 12. Jeagn-min |  |  |
| 13. Jacob |  |  |
| 14. Keenan |  |  |
| 15. Kuegen |  |  |
| 16. Luis |  |  |
| 17. Max |  |  |
| 18. Maxwell |  |  |
| 19. Michael  |  |  |
| 20. Reese |  |  |
| 21. Renzo |  |  |
| 22. Simon |  |  |
| 23. Alex |  |  |
| 24. Tristan |  |  |
| 25. Teddy |  |  |
| 26. Sophie |  |  |
| 27. Lisia  |  |  |

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Christopher Columbus did \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Christopher Columbus was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

and he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**SELF-EVALUATION OF SUPERVISED OBSERVATIONS:**

Please look over the Key Areas & Skills Summary Sheet to review the areas that will be evaluated by supervisors during your observations and consider these areas when reflecting upon your performance. The purpose of this evaluation is to help you become more reflective in your practices, and to help you learn how to critically evaluate your performance in order to identify areas of strength and areas that need to be further developed. In addition, this information will be extremely useful for supervision, as your supervisor will be able to provide you with more specific support and guidance in the areas that you feel are in need of further development.

Each candidate is expected to complete this self-evaluation after every supervised observation (including the video). Please keep 1 copy to submit for your portfolio at the end of the semester, and provide a copy to your supervisor.

**What do you think went particularly well with the lesson/activity?**

For this Christopher Columbus lesson, the parts that went well were the pre-assessment and assessment process. By asking what do they know about Christopher Columbus, I was able to properly assess what the students know and which areas needed clarification. I believe that the less was engaging and interactive for students, which helped students to retain information. The read-aloud book of Christopher Columbus’s life helped create a timeline for students. I felt a did a good job answering students questions as well as supporting students to think outside of the box. I felt that I explained goals and expectations clearly to students, which was apparent in their work.

**Describe 1 or 2 skills that were demonstrated during the lesson that you feel were particular areas of strength for you.**

Strength was my engagement with the students. I was able to keep student attention and focused on the task. Student wanted to participate and they showed excitement in the activity. This skill helped me to manage the classroom better, by having them engaged students were ready to listen and follow directions. Another skill that I displayed was making the lesson interactive, by asking questions and reading a book. I tried to make it interactive with enthusiasm for the topic to help students become interested in the topic as well.

**What areas or specific skills do you feel you still need to develop or improve upon for future lessons? What skills that were demonstrated during the lesson do you feel are an area of difficulty for you, and an area that you would like to continue to work on during the semester?**

Skills and I still need to develop for future lessons are my wording and explanation of the topic. I need to improve building that connection between self-to-text and self-to-world connection for students to really grasp what is being taught. I feel like I need help with my choices of words in instructing students. I need to learn how to explain things in a more cohesive and fluent way. This can be done with more questions and challenging students to think outside of what is being told. My biggest challenge was expanding on student’s answers and questions. I need to help students to think more critically. Besides improving my execution of instructions, I feel I need to work on learning how to minimize the support I give to students. I need to develop the skills of when is too much support, and when it is necessary for support to give to students. Essentially the goal is to have students work independently, but I need to learn how can I help support students to become independent as well as help them to do more. I think for future lesson I need to improve on my knowledge of the content area. I need to be come more aware and confident in the content to help better instruct students in the material. I need to be competent in the subject area, and by doing so better strategize my instruction.

**Please describe any other thoughts or concerns about your observation:**

Some of my concerns were whether Christopher Columbus was part of the core curriculum, and how I could incorporate the lesson into other core standards. I would like to have provided more Gardner’s multiple intelligences into the lesson, to help target more of learners learning styles/needs. My concern was whether this lesson did not meet enough common core standards, and if I could have incorporated more of the social studies common core into my lesson.