**Early Childhood Special Education Lesson Plan**

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

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| **Lesson:** Guess Who? |
| **Unit of Study:** All About Me Social Studies |
| **Goal of Lesson (Common Core State Standards/Division of Early Childhood where appropriate)** |
| All About Me |
| **Objectives:** |
| * SWBAT write at least two descriptions about themselves and illustrate their description on the sheet provided (i.e. “I have blond hair. I am a girl”) * SWBAT write and illustrate at least one thing they like to do at school or at home on the sheet provided (i.e. “I like listening to music. I like swimming”) |
| **Pre-Assessment:** |
| This week students have been practicing writing and labeling their pictures by using observing eyes to capture details of an object, place or thing. Students talked about different descriptive words to label their pictures and words to describe pumpkins, leaves and themselves. Students have been practicing using their five senses to describe what they see, feel, smell, taste and hear. Specifically students are asked to look closely at the details of objects and different words to describe those details. Students are practicing stretching their words and listening to the letter sounds and writing it on their picture to help spell words. |
| **Post-Assessment:** Students will be assessed using a checklist based on the activity sheet   1. Did the student write at least two descriptions about themselves and illustrate? 2. Did the student write and illustrate at least one thing they liked to do? |
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| **Materials:** Legal sized activity sheet, pencil, crayons, post-it, chart paper and erasers |
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| **Use of Technology:** The projection via Smart Board will be used to share students’ work. Students’ work will be projected onto the Smart Board screen to show the positives of the students work, and describe other ways that students could improve or try for next time. |
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| **Differentiation:**  *To make it easier:*   1. Students will receive the activity paper with one line instead of two 2. Student will fill in one word answers instead of complete sentences 3. Students will have their descriptive sentence started for them and they have to fill in the blanks 4. Students will have to write two descriptions without having to write what they like to do   *To make it harder:*   1. Students will have two write and fill two lines 2. Students must use at least two-three word wall words in their descriptive sentence 3. Students have to label the parts of the pictures 4. Students will have three or more lines to describe themselves 5. Students will write words instead of illustrate their descriptions |
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| **Seating Configuration/Use of Physical Space:** |
| Students will sit in whole group on the rug to listen to instructions and model of the activity. Students will then move to their table groups to work independently on the same activity with the assistance of teachers in each table. Students can use the word wall and practice stretching words to help with writing their descriptive sentence. After students have finished working at their tables they will go back to the rug where a selection of students work will be shared to the class. During the share students’ works will be showcased on the Smart Board to display specific writing strategies and tools they used. |
| **Teaching roles and collaboration:** |
| During the whole group lesson teachers will help with redirecting and prompting to students to stay pay attention. Teachers will sit next to students that have difficulty paying attention. In each table a teacher will help students with their writing description of the activity. The teachers will be able to work 1:1 for students by helping them to stretch their word and looking at the classroom for clues to help with their writing. Teachers will encourage students try their best and to use descriptions that pertains to them. The teacher will also help with repeating instruction for students needing further explanation of the activity. The teacher might have to remodel and help students think of descriptive words about themselves to write about. |
| **Classroom Management:** |
| To manage the classroom students will be reminded and prompted to use “quiet hands” when participating during class discussion. Students will be reminded to do whole body listening and remind students of what a good listener looks like. In whole group students will use crossed fingers to notify students that they must have their mouths shut and eyes at the teacher. To help get students attention, the teacher will use the “shh shh shh” method, which the teachers models and the class repeats. The lights will be shut off to notify students of their time for clean up. Other management tools include the teachers using positive reinforcement and positive language to support students’ participation throughout the lesson. |
| **Engagement of students/anticipatory set/Motivation:**  The teacher will be enthusiastic and have a calm demeanor throughout the lesson. The teacher will model step-by-step of what students will be doing during the activity. The teacher will use of positive reinforcement to engage students and be energetic towards the topic. To keep students engaged the teacher would constantly ask for volunteers and helpers to help with the modeling of the activity. The model of the activity will be posted for students to refer to even after they go to their tables. |
| **Connection to Previous lesson/Prior Knowledge:** |
| Students have been studying all about me in their social studies unit. Students have learned different parts of their body and practiced looking at something with great details and labeling their pictures. Students are familiar with creating self-portraits of themselves and illustrating their peers then labeling different parts of the body. Students have practiced stretching their words and using word-wall words in their writing. |
| **Lesson Presentation:**  Estimated Time: 45 minutes (10 minutes to model and explain, 20 minutes to do activity, 15 minutes for sharing students work) |
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| **Guided Practice/Active Involvement/Small group work/Independent Practice:**  Estimated Time: 30 minutes   1. Students will be whole group on the rug. The teacher will review and refer back to this week’s lesson about looking at details, and using their five senses to draw and write about leaves, then labeling their pictures. The teacher will introduce the lesson, “Today, we are going create a “mystery all about me page”. We have been practicing about using descriptive words to describe objects. Do you remember when we drew and labeled the parts of the pumpkins? What were some of the descriptive words we used to describe the pumpkin? (The teacher will write students responses and/or list them with fingers) We used lots of descriptive words and we even used our five senses to look closely at the pumpkin. Today, we are going to continue using our observing goggles to observe you. You are going to think of two things that describe you. (The teacher will use herself as a model. Have students volunteer to think of different ways to describe the teacher. Write students responses on the board.) 2. After, the teacher will show the activity sheet that shows four boxes. The teacher will explain to the class that the activity sheet is to create a guess who game. The teacher will explain that the first two boxes are two descriptions that they will write about themselves. Using the different descriptive words the students and teacher come up with the teacher will model drawing the picture and writing the descriptive sentence on the activity sheet. Once students have written a descriptive sentence using word-wall-words and/or stretching words, students will illustrate the description on the box provided. The teacher will explain each box of the activity sheet. In the final box students will make a self-portrait of them and write their name at the bottom. The bottom box will be covered by a post-it and throughout the next couple of weeks a new student will be introduced, and they must guess who that person was based on the descriptions the student wrote. 3. After whole group, students will go to their table groups to work on the about me activity independently. Each table will have a teacher present to help repeat instructions for students who need more explanation and further assistance. |
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| **Final Summary/Closure:**  Estimated Time: 15 minutes   1. After students have completed the activity sheet at their tables, students will return back to the rug. The teacher will select 3-4 students’ works to share with the class. The teacher will share students’ work via Smart Board projection. The teacher will provide positive feedback for students work by describing what they liked and take note of the different strategies the students used. The teacher might ask other teachers which students showed a lot of progress and worked really hard on their sheet to share. When students share the teacher will read the descriptive sentence or words, and have students try to guess whom that person is. |
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| **Extension:** Students will practice describing an inanimate object around the classroom and students must exchange with a friend and they have to figure out what object they wrote about. For homework, students will be given a sheet that students must describe one thing at home they like to do. Another homework sheet is for students to create description sheets for at least one family member. |
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**Assessment Checklist**

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|  | Did the student write at least two descriptions about themselves and illustrated? | Did the student write and illustrate at least one thing they liked to do? | Notes |
| 1. Adam |  |  |  |
| 2. Ayden |  |  |  |
| 3. Bailey |  |  |  |
| 4. Bode |  |  |  |
| 5. Blake |  |  |  |
| 6. Ela |  |  |  |
| 7. Emma |  |  |  |
| 8. Eva |  |  |  |
| 9. Hanchuan |  |  |  |
| 10. Isabela |  |  |  |
| 11. Kai |  |  |  |
| 12. Lila |  |  |  |
| 13. Madison |  |  |  |
| 14. Matt |  |  |  |
| 15. Miles |  |  |  |
| 16. Nathanial |  |  |  |
| 17. Nicole |  |  |  |
| 18. Olivia C. |  |  |  |
| 19. Olivia N. |  |  |  |
| 20. Simon |  |  |  |

**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?**

I feel that this lesson was a lot of fun for the students in the classroom. An interactive activity supported students building self-awareness. It challenged students to think about their physical features but also focus on how to describe different things they like. Students really enjoyed the finished product of the activity, and enjoyed playing “guess who” by using the clues to describe different students in the classroom. It helped students to think about the different details of the pictures and words to make an educated guess of who the person might be. I felt that the lesson helped to support students building their writing skills as well as their social skills among their peers. The “All about me” encouraged students to be learning how to identify and use descriptive words to describe themselves.

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

A strength I demonstrated was my management skills with students. I felt that I my body language, tone of voice and execution of the lesson was positive and inviting. I felt that I showed a lot of enthusiasm and interested that resulted in the students being interested in the activity. My management included clear language of expectations and steps for students to follow. I showed confidence in my teachings by practice using “teacher language” that consisted with lots of positive reinforcement.

**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?**

In this lesson, one skill I need to improve is managing how to explain instruction in a more concise manner. I could improve working on using language that is more precise by giving more details with fewer words. I need to learn how to elaborate of what I expect from the students, and use specific details for students to follow. For example, when I was talking about different hair color I should have elaborated the different types of hair color. I need to give more examples of descriptive words. In the future, I need to get better at pre-assessing and assessing students. I should have used more assessing tools to address whether students really understood the different types of descriptive words to write. Even though the curriculum encourages students to stretch their words, despite the spelling, in the future it would be helpful to write down students responses because it made it difficult deciphering students writing. I need to emphasize the different learning tools around the classroom to help students with their writing. I should focus more on the goals and the content then making sure that students wrote in clear sentences. In the future, I could develop learning how to better model for students the activity.

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

Some concerns I had about the lesson was the students showed difficulty in thinking of different ways to describe themselves. Many of the students ended up copying the modeled example. Although I provided a great example, I think it would have been helpful to actual model for the students instead of just showing an example. My concerns were students had difficulty writing complete sentences. Some students focused on stretching he words, which distracted them from writing real descriptive words. In the future, I would like to have a list of descriptive physical features for students to use as a reference; I hope it will help give them ideas of different ways to describe them.