

Seven Step Lesson Plan (Revised)

CA State Standard you are addressing (please provide the number and directly quote the standard):

CCSS.ELA-LITERACY.L.K.2.B

Recognize and name end punctuation.

CCSS.ELA-LITERACY.L.K.2.D

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

Lesson Objective in your own words:

Students will be able to retell details from a story.

Students will use a period at the end of their sentence.

Students will use their knowledge of sound-letter relationships to spell and write a statement answering the question “What would you do if you had too many pumpkins?”.

ELD Standards you will be addressing:

- A. Collaborative 3: Offering opinions Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses.
- B. Expanding and Enriching Ideas 3: Using verbs and verb phrases Use frequently used verbs (e.g., go, a. eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided activities guided by the teacher and with increasing independence.

Assessments

Formative Assessment #1: Check for understanding

I will ask students to give thumbs up/down when asked content specific questions. I will also be giving examples and non-examples to assess their understanding of the learning goals.

Formative Assessment #2: Writing Activity/Craft

The written activity will allow me to assess the students ability to use proper punctuation as well as their ability to print letter using letter-sound relationships to do their best to sound out words. They will also be engaging their writing orally as they have to retell me their sentence when they complete the written portion of the craft.

Anticipatory Set: How will you “hook” students and recruit their interest for the lesson in a way that inspires their attention and effort?

Students will be asked about the time of the year and what type of plant is really special. We will talk about pumpkins and I will introduce the story “too many pumpkins”. I will read the story while also engaging students by asking them questions like “what do you think happens next?”. After reading, the students and I will work together to discuss/retell key details from the story.

Teaching/input/explanation:

At the beginning of the lesson I will clearly state the learning goals and expectations (“Today we are going to learn about subtracting by 1 and work on our counting skills.”). After reading the story “Too Many Pumpkins”, I will review what they just read and lead a whole group

discussion about what events occurred in the story. We will then transition into the topic of what they would do if they had too many pumpkins. I will create a thinking map/circle map and draw a picture of their idea along with the words (ex: drawing of a pie for make a pumpkin pie). Adding a picture with the words will help students identify what they wanted to write when we transition into independent work. Prior to independent work, I will model the expectations and structure of the craft/activity. I will show them how to complete the written portion first, then the pumpkin and finally gluing it all together. After my modeling is completed students will be sent off to complete their independent craft.

Model: (If you modeled during the teaching section, simply indicate so here).
I will show the students step by step what they are supposed to do for their activity while also asking them questions to check for understanding (what do I need to put at the end of my sentence? Does the pumpkin go on the bottom? Etc...). First I will model how to complete the written portion. The paper includes lines for them to write on and a sentence starter (If I had too many pumpkins I would...). I will explain my thought process as I refer to the thinking map to choose an idea to write about. Then while writing I will do my best to sound out each letter in the word (skipping some to show that they only need to try their best and it is okay if their words are not spelled correctly). Once the written work is done I will explain they are expected to show myself or Mrs. Fish and read their sentence before getting a pumpkin. When they receive the pumpkin paper, I will show them how to color using crayons. They can color it however they would like. After coloring I complete I will model cutting out the pumpkin and then gluing the pumpkin on the top half of the green paper and the written work on the bottom portion.

Check for understanding: (Explain is you will do formative assessment #1 or #2 in the midst of your lesson for the sake of altering instruction).
Throughout the lesson I will be monitoring students and their progress. I will ask students to give a thumbs up/down prior to transitioning them into their independent work. I will also ask questions and give examples/non-examples to assess their understanding.

Guided Practice: Students are given some form of an example to practice with the close guidance and support of the teacher to make sure they are grasping the lesson. If they don't, this is the time to reteach those who are still struggling.
Guided practice will be included in the lesson as I am modeling the craft to be completed. The practice will take place as they engage in discussion about the activity and relay the step they are to follow. This also acts as a way for me to check their understanding.
Prior to independent work, I will be asking students to orally state what they will write before giving them their paper. This is an opportunity for them to practice their idea and prepare to restate it after they complete writing.

Independent Practice: Once students demonstrate that they understand the basic concept or task of the lesson, it is time to move them to independent practice to demonstrate their mastery of the learning. (This might also be your second formative assessment).
Students will finish the sentence "If I had too many pumpkins I would..." They will do their best to sound out the whole word but are only required to get the beginning and ending sound written down. They are also expected to write their words using proper spacing (finger space) and punctuation (period at the end). Once they complete the written portion of the activity, they will check with myself or Mrs. Fish and read their complete sentence out loud. They will then be given a pumpkin to cut out and decorate with whatever design or pattern they choose. When this step is finished, they will be given a green piece of cardstock to glue both parts on.

In the modeled portion of the lesson, I showed them the correct way to glue (written part on the bottom and pumpkin on top). They will write their name on the back and turn in their work to be hung in the classroom.