# Critical Components of Lesson Design Template

**Directions:** Download the document to your computer. Save it as `YourName_Lesson X` (replace X for the number of the lesson, i.e., 1, 2, or 3). Fill in each section. Each textbox will expand to allow you to enter as much text as needed. SAVE the document and upload it to your instructor using the assignment link within the lesson.

## Planning

<table>
<thead>
<tr>
<th>Author</th>
<th><em>Include names of all creators of this activity, including your own.</em> Wordie Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject(s)</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Topic or Unit of Study</td>
<td><em>To what topic or unit does this lesson belong? Be as succinct as possible (e.g., The Civil War, Density, Short Stories, The Post Office, etc.)</em></td>
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<tr>
<td></td>
<td>Persuasive Writing: Give me the facts! (lesson 1 of 3)</td>
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<tr>
<td>Grade/Level</td>
<td>Kindergarten</td>
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<tr>
<td>Materials and Media</td>
<td><em>Materials include any materials (text, colored paper, visuals, manipulatives, whiteboards, graphic organizers, etc.). It is important to have all materials ready to go for the delivery of the lesson. Media would include any technology/media devices (Smartboard, document camera, iPad, iPod, electronic keyboard, clickers, YouTube video, etc.). If this lesson plan is used to fulfill technology requirement students must be actively engaged with the technology tool.</em></td>
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<tr>
<td></td>
<td><em>Items to hold up in order to generate descriptive facts (red ball, key chain, book, etc.)</em></td>
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<tr>
<td></td>
<td><em>Teacher made “Facts about Me” example poster</em></td>
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### Standards

- **K.W.1** With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
- **K.W.2:** With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **K.SL.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
- **K.SL.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

### Measurable Objectives

*Measurable objectives identify what the student will know and be able to do by the end of the lesson. Objectives include references to expected performance/behavior and specific criteria for mastery. The measurable objectives should be aligned to the standards selected.*

All students will create a “Facts about Me” booklet which achieves a minimum of 3 out of 4 on the *Facts about Me* checklist.

### Summary

*Provide a brief overview of your activity.*

Students will learn the definition of a "fact" and create an "All About Me" booklet.

### Differentiation

*How will you meet the needs of all your students (variables could include readiness, rate of learning, interest, learning styles, flexible groups, products demonstrating mastery).*

Once I check for understanding, and I have identified students who are struggling, I can work with them individually or as a small group. They may need help thinking of ideas to write about and/or sounding out words. All students have an “open invitation” to sit at the back table for a little bit of extra teacher help. Students who complete the activity quickly, may want to engage in an extension activity by writing an “All about my Family” book.
| remediation | *Re-teaching of the content using a multi-sensory approach or different method. Adapting and modifying instructional practices to deliver appropriate, responsive instruction for students.*  
All students have an “open invitation” to sit at the back table for a little bit of extra teacher help. I have sandpaper alphabet letters they can trace and our daily phonics sound cards to help them remember the sound/symbol they need to write their thoughts on paper. |
| extensions | *Enhancement of the content (Bloom’s Taxonomy/Webb’s Depth of Knowledge) that will go above and beyond the measurable goals.*  
Students who complete the activity quickly, may want to engage in an extension activity by writing an “All about my Family” book. Or, they can engage in our Writers’ Workshop model by grabbing their writing folder and working on a story they had already started, or begin a new one. |
| assessment | **Pre Assessment Data (if applicable)**  
*This includes the data collected prior to this lesson that drives instruction. This could include teacher-made tests, DIBELS, progress monitoring, state/district assessments, etc. Include a summary of the data collected to inform your instructions.*  
Monthly writing samples indicate that the majority of the students possess the beginning spelling and fine motor skills to complete this activity. |
| post-assessment | *Post-Assessment: Data collected which demonstrates student proficiency and student mastery of measurable lesson objective(s). Summative assessment may include; skill based checklist, rubric, developmental scale, answer key for test, essay, worksheet, or quiz. Formative assessment may include; a question and answer session, performance observation, individual contributions to collaborative group projects in order to guide future lesson planning.*  
Students will earn a minimum of 3 out of 4 on the *Facts about Me* checklist.  
***Note: This checklist can be shared with the students before the project is started, with “picture helpers” so that they can easily be reminded of the expectations.** |
| assessment/rubrics | *You can paste your rubric here, or (if too long) write the title here and upload it to your instructor when you submit this lesson.*  
Facts about ME Checklist |
Teacher Facilitated Instruction

Anticipatory Set with Purpose

(Written in narrative form) The anticipatory set is to grab the students’ attention. The teacher actively engages and motivates the students about the lesson topic through conversation, visuals, read alouds, computer clip, critical thinking questions, etc. The anticipatory set should be relevant to the lesson and link students’ prior learning to the current lesson focus. It is important for the teacher to directly state the new concept/skills and/or strategies the students will be learning and how it will apply to their own lives (age appropriate).

Boys and girls, we are going to talk about “facts” today. A fact is a true statement. For example, I am wearing a red shirt today…this is a fact. I have shoulder length brown hair….this is a fact.

Instructional Sequence

This portion of the plan should include: direct instruction, modeling, guided practice, active engagement, checking for understanding, and an independent activity. In order to demonstrate your thorough knowledge of each critical component, you will insert an abbreviated indicator at the end of each content item. Direct Instruction: (DI) Modeling: (M) Guided Practice: (GP) Active Engagement (AE) Checking for Understanding: (CU) Independent Activity (IA) “Utilize the attachment tab at the top of the screen to attach your independent activity.

1. “Sierra is an elementary school”….this is a fact. You are in a Kindergarten class…this is a fact. (DI)
2. Share the partially created “Facts about Me” poster. The illustration should be complete, and include one or two facts. Be sure that other “facts” can be noticed and recorded. (DI, M, CU)
3. Have the students turn to a partner to discuss other facts about the teacher that are evident in the hand drawn self-illustration. (AE, GP, CU)
4. Have the students help to complete the teacher example. (CU, AE, GP)
5. Have the students turn to a partner and discuss facts about themselves, encourage them to notice facts about their partners to help expand their “fact” list. (CU, AE, GP)
| Independent Activity | This is commonly called homework or seatwork. Unlike the guided practice, the teacher is not present to correct mistakes. The purpose of this practice is to help in the retention of the material that is covered.  

Instruct the students to complete their own “Facts about Me” poster. (CU, IP) Share the assessment checklist with the students so that they understand how I am assessing for mastery. |
|---|
| Closure | (Written in narrative form) Revisiting or reflecting on the measurable goals here will help organize the information into a meaningful context in the students’ minds. Keep in mind that the closure portion of the lesson is not the end point of the skill or subject but a final "check for understanding" used at the end of the class period or before changing subjects. The information gathered during this portion of the lesson will help the teacher plan future instruction.  

Once the projects are completed, arrange to have the 3rd grade reading/writing buddies come to visit for a “gallery” walk. The Kindergarten students can stand beside their poster while the 3rd grade buddies walk around and listen to them read their facts. (AE, CU) The 3rd graders should be encouraged to offer compliments and ask questions to expand the Kindergarteners thinking. (AE, CU)  

Narrative: Third grade friends! Thank you for coming to our “All About Me” gallery walk! We are learning about what a fact is and how we can describe ourselves using “true” statements. We’ve been working hard and are looking forward to sharing our work with you. Feel free to ask questions and offer compliments. |