

## Critical Components of Lesson Design

### \*Early Childhood Example (#1 out of 3)

#### Planning

<b>Name:</b> Suzy Student	<b>Subject Area:</b> Language Arts	<b>Lesson Date:</b> May 2, 2015
<b>Unit Title (if applicable):</b>  Writers' Workshop Focus: Fact /Opinion/Persuasive Writing	<b>Lesson Plan Title:</b>  Give me the facts!	<b>Grade Level:</b>  Kindergarten
<b>Time Required:</b> 45 minutes	<b>Materials and Media:</b> Nonfiction or "fact" books about Polar Bears, Wolves, and Alligators Teacher made "Facts about Me" example poster.	
<b>Aligned State Standards:</b> Writing Standards_ Text Types and Purposes: 1 and 2 Speaking and Listening Standards_ Comprehension and Collaboration: 1 and 2 Speaking and Listening Standards_ Presentation of Knowledge and Ideas: 4, 5 and 6 K.W.1, K.W.2 K.SL.1, K.SL.2, K.SL.4, K.SL.5, K.SL.6		
<b>Measurable Goals and Criteria for Mastery (quantitative and references the assessment):</b>  All students will create a "Facts about Me" booklet which achieves a minimum of 3 out of 4 on the <i>Facts about Me</i> checklist.		
<b>Differentiation: Remediation</b> Students who struggle with the independent practice can sit with the teacher in a small group, or one on one, and dictate their facts to be written down for them. They can also let their picture represent their facts and provide a narrative to go along with the picture.  <b>Differentiation: Extensions</b> Students can be encouraged to include their family members in their final product booklet.		

#### Assessment

<b>Pre-Assessment Data (if applicable):</b> Monthly writing samples indicate that the majority of the students possess the beginning spelling and fine motor skills to complete this activity.
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#### Post Assessment:

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.

#### Facts about ME Checklist

- \_\_\_ Student includes colored illustration of themselves.
- \_\_\_ Student includes a minimum of two correct facts about themselves.
- \_\_\_ Student’s illustration is visually aligned with written facts.
- \_\_\_ Student uses approximate spelling

### Teacher Facilitated Instruction

#### Anticipatory Set with Purpose:

“Boys and girls we are going to talk about facts today. All of these books teach us all sorts of facts, or true statements, about animals. We are going to read about Polar Bears and I want you to remember some of the true statements, or facts about Polar Bears so that we can do some sharing after the story.”

\*\*Read the story and have the students share Polar Bear facts with a “peanut butter and jelly” partner.

#### Instructional Sequence:

- 1) 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.
- 2) “Sierra is an elementary school” ....this is a fact. You are in a Kindergarten class...this is a fact.
- 3) 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.
- 4) Have the students turn to a partner to discuss other facts about the teacher that are evident in the hand drawn self illustration.
- 5) Have the students help to complete the teacher example.
- 6) 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.
- 7) Instruct the students to complete their own “Facts about Me” poster.
- 8) Once the projects are completed, arrange to have the 3<sup>rd</sup> grade reading/writing buddies come to visit for a “gallery” walk. The Kindergarten students can stand beside their poster while the 3<sup>rd</sup> grade buddies walk around and listen to them read their facts. The 3<sup>rd</sup> graders should be encouraged to offer compliments and ask questions to expand the Kindergarteners thinking.

#### Closure:

“Today we had an awesome opportunity to learn about what a “fact” is and create a poster

which showcased facts about ourselves. Your 3<sup>rd</sup> grade buddies wrote us a letter, listen carefully...

Dear Kindergarten Buddies,

Thank you for inviting us to your classroom today! We learned a lot about each of you today and we are so impressed with the quality of your writing.

We have been reminded that a fact is a true statement and we look forward to seeing you again soon.

Sincerely,

Your Third Grade Buddies