

Preschool Placement Lesson #3

	<ul style="list-style-type: none"> • Read the story "How Do Dinosaurs go to School" by: Jane Yolen and Mark Teaglee at the end of carpet time before transitioning to small group time. <ul style="list-style-type: none"> ○ This book is about a dinosaur who goes to school and asks a bunch of questions of what this dinosaur does when he goes to school, then on the last few pages it tells us what he does when he is at school.
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • "Today you are going to think of a silly or funny way to end the sentence about a T-Rex on your paper. After you think of a silly way to finish the sentence, I can write the rest of the sentence for you. Then your job will be to draw a picture of a T-Rex doing what your sentence says. So, if my sentence said, "If you take a T-Rex to school, he'll <u>eat all of the crayons.</u>", my picture would be a T-Rex eating crayons, because my sentence is about him eating crayons."
5	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • The students will then draw and color their pictures after their sentence is finished. • Some reflective questions I could ask them while they are drawing their pictures, or when their done, etc. are: <ul style="list-style-type: none"> ○ "What can you tell me about your picture?" ○ "What do you like about your picture?" ○ "Why did you ...?" (ask why they chose to draw or color something a particular way) ○ "How were you feeling when you made this picture?" ○ "If you could make this picture again, what would you do differently? Or would you keep everything the same?" ○ "How did you come up with this idea?"
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • When time to transition students will have to put their supplies back in correct location and put their papers back in the correct location as well. Then they can move on to the next small group or a center until another small group option is available for them to join.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • The student was able to describe or tell the teacher what the T-Rex will do. • The student was able to create a picture that went with their sentence. I could ask questions about their picture as they are drawing such as: <ul style="list-style-type: none"> ○ "What is this?" ○ "What is your T-Rex doing in your picture?" ○ "What can you tell me about your picture?" ○ "Why did you...?" (ask why they chose to draw or color something in a particular way) <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> • If students are unable to think of a correct or school appropriate way to finish the sentence, I will think of a way for the sentence to finish for them that is school appropriate. They will then have to draw a picture to go with the sentence the way I finished their sentence. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • The student was able to describe or tell the teacher what the T-Rex will do. • The student was able to indicate what the T-Rex will do in their sentence and their picture. • The student was able to create a picture that went with their sentence. <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> • Theme: Dinosaurs continued + Volcanos and Rocks
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Things I felt went well were for the most part each student started drawing and came up with their own unique pictures, even if they did not necessarily know how to draw a T-Rex they tried their best to draw one and it doing something. Some other students, however, drew a completely different dinosaur character on their page and wanted it to be about that dinosaur instead, because they really liked that dinosaur more than a T-Rex. I thought this was okay and just changed the word T-Rex to the name of their chosen dinosaur in which they had wanted to use instead.</p> <p>Some things that did not go well would be each student being able to think of something to draw. One student in particular was having a hard time, because he did not know how to draw a T-Rex. So, I drew a T-Rex to the best of my ability and asked him to copy me, in which he would not even copy what I had drawn even though it was a very simple T-Rex drawing. So, I asked him if he wanted me to help him draw the T-Rex in which he responded "Yes!" So, I had him hold the crayon in the color he wanted the T-Rex to be drawn in, and then I held his hand with the crayon and drew the T-Rex with him. We did this for the monster truck the T-Rex was holding as well, because his T-Rex was picking up toys and putting them away and monster trucks were this student's favorite thing to play with whenever he was given the opportunity. Another student only drew himself and then insisted he did not know how to draw a T-Rex as well and was looking at a dinosaur book from the library of books to try to find an easy to draw dinosaur. After a while he had only drawn himself and then chose to draw a mess that the T-Rex was to be helping pick-up.</p>	

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A change I would make to this lesson would be letting the students choose which dinosaur they want to take to school or where they want to take a dinosaur. This would give the students more of a choice in their drawing and writing representations based on the type of dinosaur they chose and where they chose to take it. This would also allow for students to use their own unique ideas to express their creativity.