Preschool Placement Lesson #3

Grade: Preschool	Preschool Place	Subject: Language: Small group	
Materials: White paper with sentence at top, pencil, markers, crayons		Technology Needed: none	
Instructional Strategies:		Guided Practices and Concrete Application:	
Direct instruction Guided practice Socratic Seminar Learning Centers Lecture Technology integration Other (list)	Peer teaching/collaboration/ cooperative learning Visuals/Graphic organizers PBL Discussion/Debate Modeling	Large group activity Hands-on Independent activity Technology integration Pairing/collaboration Imitation/Repeat/Mimic Simulations/Scenarios Other (list) Explain: Independent activity, because they are too come up with their own ideas on how to finish the sentence and their own creative pictures to go with their finished sentence.	
Standard(s) Goal P-ATL 12. Child expresses creativity in thinking and communication. Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation. Goal P-LC 7. Child shows understanding of word categories and relationships among words.		 Differentiation Below Proficiency: For these students I will for sure have to write their sentence and give them more help or direction on how to finish the sentence. Above Proficiency: I could have these students expand onto their finished sentence by having another sentence to give even more 	
Objective(s) The student will tell the teacher what their T-Rex is going to do. The student will indicate what the T-Rex will do. The student will create a picture to go with their finished sentence. Bloom's Taxonomy Cognitive Level: Knowledge, Understand, Create		 detail about the T-Rex being brought to school. Approaching/Emerging Proficiency: Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory: This is present when hearing me talk about the activity and what they are to do. Visual: This is present when I show them the paper, they use this by drawing a picture to go with their sentence. Tactile: This occurs when they are using the crayons or markers to draw their picture that goes with their sentence. Kinesthetic: This occurs when the student is touching the crayons or markers or when they may use hand gestures to tell or help describe what their T-Rex is doing. 	
Classroom Management- (grouping(s), movement/transitions, etc.) Mrs. Voller may appoint a few students to come to my small group activity first and the other small group activities before letting the rest who did not get appointed to a small group activity pick a center, that is open during this time, and play until other friends are done at the small group activities.		 Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students are expected to sit on a frog, listen, and be ready to learn during circle or carpet time which is when the reading of the story will occur. During small group time my activity (this lesson plan) and whatever other activities such as, letter of the week page, or handwriting will be other groups or stations in which they are expected to visit at some point during small group time before it is time to get ready for lunch. 	
Minutes	Procedures		
Get Pencils, marke Teaglee in an easy	one sheet and bring with Monday to makers, and crayons ready. Make sure to hav to access location.	e the book "How Do Dinosaurs go to School by: Jane Yolen and Mark	
5 Engage: (opening	activity/ anticipatory Set – access prior l	earning / stimulate interest /generate questions, etc.)	

	transitioning to small group time. • This book is about a dinosaur who goes	by: Jane Yolen and Mark Teaglee at the end of carpet time before to school and asks a bunch of questions of what this dinosaur does st few pages it tells us what he does when he is at school.	
5	 Explain: (concepts, procedures, vocabulary, etc.) "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 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 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	 experiences, reflective questions- probing or clarifying questions. The students will then draw and color their picture. Some reflective questions I could ask them while "What can you tell me about your picture?" "What do you like about your picture?" "Why did you?" (ask why they chose "How were you feeling when you made 	res after their sentence is finished. they are drawing their pictures, or when their done, etc. are: ire?" to draw or color something a particular way) e this picture?" /hat would you do differently? Or would you keep everything the same?'	
5	 Review (wrap up and transition to next activity): 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. 		
hroughou • •	Assessment: (linked to objectives) Progress monitoring at lesson- clarifying questions, check-in strategies, etc. 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: o "What is this?" o "What is your T-Rex doing in your picture?"	 Summative Assessment (linked back to objectives) End of lesson: 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. 	

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.

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.

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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.