

Lesson Plan Template

Grade: Kindergarten		Subject: Handwriting/Writing	
Materials: Action Cards, Worksheets, Pencils		Technology Needed: None	
Instructional Strategies: <input type="checkbox"/> <u>Direct instruction</u> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> <u>Guided practice</u> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> <u>Modeling</u> <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> <u>Large group activity</u> <input type="checkbox"/> Hands-on <input type="checkbox"/> <u>Independent activity</u> <input type="checkbox"/> Technology integration <input type="checkbox"/> <u>Pairing/collaboration</u> <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) L.1- Within the context of authentic English writing and speaking... Introduce: e. Use singular and plural nouns with matching verbs in basic sentences (simple subject/verb agreement)		Differentiation Below Proficiency: Whisper the words to them myself or have them ask a friend that they can't read during the charades game Walk around and keep an eye on who needs help Above Proficiency: Encourage them to add more difficult words or more descriptive words in their sentences Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory: Telling them the word and talking through the writing activity/sheet Visual: pictures with the words and motions that demonstrate the words Tactile: Charades/writing with the pencil Kinesthetic: Charades/moving to get the word	
Objective(s) By the end of the lesson, the students will have a better understanding of action verbs and be able to write simple sentences that include at least one action verb. Bloom's Taxonomy Cognitive Level: Apply		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) While they are waiting for their friend to come back to act out the word, groups will be sitting in a circle in their group. Each of them will have a number so they know what order they go in. They can talk at an inside voice until their team member returns.	
Classroom Management- (grouping(s), movement/transitions, etc.) During the charades game the students will be in 4 groups of 5. We will transition to the table spots after they are finished playing the charade game. My Teachers assistant will call "quiet sitters" to get started on their writing activity.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) While they are waiting for their friend to come back to act out the word, groups will be sitting in a circle in their group. Each of them will have a number so they know what order they go in. They can talk at an inside voice until their team member returns.	
Minutes	Procedures		
.5	Set-up/Prep: <ul style="list-style-type: none"> • Put writing sheets out at tables • Have cards with action verbs cut out and ready to go 		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) You guys talked with Mrs. Clark awhile back about action verbs. Can anyone use their thinking brain to think back and remember what they are? If you can't remember, does anyone have a guess? <ul style="list-style-type: none"> • Give them think time, and then work with their answers. Ultimately, you're trying to get them to say something along the lines of, "It's a word that tells you what you do!" We're going to play a game that gives us some examples of action verbs. You will be split up into 4 groups and each group will have either 4 or 5 people in it. I will split you up once I'm done explaining the game. One person from your group will come over to me and I will show you a card with an action word on it. Use your Eagle Eyes to read the word if you're unsure. If you still don't know what it is, let me know and I can help you. Once you know what word it is you will go back to your group and act it out and they will guess what it is. Once they guess, the next person will come to me to get the next word. Everyone will get a turn and then we'll gather as a group, and I will explain the next activity. Thumbs up if you understand what's happening." <ul style="list-style-type: none"> • Read the thumbs. Add clarifications as needed. • Number off until they are in groups (1-5) and they each keep their number, so they know what order they go in • Play the game This is one for everyone to do as a team! Show "SIT" word		
5	Explain: (concepts, procedures, vocabulary, etc.) Can anyone tell me why action verbs, like the ones we just acted out, are important? Why do we need action verbs? Basically, we need action verbs because we do many actions every day. When we're reading stories, or writing sentences, we often come across action verbs or add them into our sentences.		

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	<p>Speaking of writing sentences- that's exactly what we're going to do! Let's do a couple together as a class. I'd like for each of you to think of an action verb. When you have one, put your pointer finger on your nose. Who would like to share their action verb with me? ____ What is your action verb? That's great! Can someone tell me how they know that it is an action verb? Can you all use your brains to think of a way to use that in a sentence? *Come up with a sentence with the students*</p> <p>Let's do one more as a group, and then you'll get a chance to write your own sentence. Everyone, think of an action verb. When you have one, put your pointer finger on your nose. Who would like to share their action verb with me? ____ What is your action verb? That's great! Can someone tell me how they know that it is an action verb? Can you all use your brains to think of a way to use that in a sentence? *Come up with a second sentence with the students*</p> <p>Now, you'll each get one of these sheets. (Show the sheet). You'll get to use your own action verb to write a sentence. As you go through your sentence, make sure that you're using capital letters, using your finger spaces, ending with punctuation If you finish your sentence, you can draw a picture to show your action verb. Mrs. Clark and I will be walking around to help you if you have any questions. ** Point out the check system on the paper**</p> <p>Now, before we get going, I'd like for you each to think of your action verb again. ____ & ____, since you shared your verb with the class, try to think of another one. If you can't think of another one you can use the same one, but change the rest of the sentence okay? If you have your verb in your head, please put your hand on your head to hold it in there, and I will call you to head to a table spot to get started.</p>
5-10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>They now get the chance to write their sentences. As I walk around, I'm looking to see if they are actually using action verbs. I'm also looking to see if they are using capitals and periods at the end of the sentence. Walk by and ask a few kids what their verb is and how they know it's an action.</p> <p>Ask reflective questions such as,</p> <ul style="list-style-type: none"> • "How do you know it's an action verb?" • "Why did you choose that word?" • "How are you going to use it in your sentence?"
2	<p>Review (wrap up and transition to next activity):</p> <p>We know that we are using action verbs because they are telling us what people can do. Actions are important as writers but also as readers to keep an eye out for.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>The questions listed in the explore section are going to work as formative assessments. As they answer gauge understanding and comprehension.</p> <p>Formative assessment is also going to be general observation of answers to questions during the lesson and facial expressions to check for understanding.</p> <p>Consideration for Back-up Plan: Write down action verbs instead of sentences- Look at more examples- write sentences without action verbs and with action verbs to see if they can pinpoint which ones have action verbs and which ones don't</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Their sentences written at the end are going to be the summative assessment. I will be able to tell who understands the concept of an action verb by the sentence that they write and the word that they will circle.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

Lesson Plan Template



yawn



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wave



throw



jump



read



sit