

## Lesson Plan Template

<b>Grade:</b> preschool		<b>Subject:</b> Approaches to learning	
<b>Materials:</b> Heart, scissors, glue, construction paper, and markers		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> <b>Guided practice</b> cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks		<b>Differentiation</b> <b>Below Proficiency:</b> I will give the students one step directions and really simple two step directions <b>Above Proficiency:</b> Give the students more than two step directions for the activity. Go through all the steps and see how far they can get with the directions  <b>Modalities/Learning Preferences:</b> Hands on- cutting and gluing Auditory- explanation of the directions Visual- watching the demonstration of the project	
<b>Objective(s)</b> By the end of the lesson the students will be able to follow two step directions by cutting and gluing a heart apart and back together.  <b>Bloom's Taxonomy Cognitive Level:</b> creating			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  We are going to go over scissor and glue expectations and reminder on how to use them. Use different sayings to get students attentions when it is time for the next set of directions. Remind students to wait until I say go or the magic word before they do anything.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Students will follow and listen to directions</li> <li>• They will use materials respectfully</li> <li>• Use materials given to them</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
<b>3</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Lay out the hearts at the table for the students to find their name.</li> <li>• Have markers or pencils set out on the table</li> <li>• Lay out a couple different papers for the students to choose from.</li> </ul>		
<b>3</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• What holiday is it today?</li> <li>• What shape is incorporated with Valentine's Day?</li> <li>• Today we are going to cut apart a heart and then glue it back together.</li> <li>• When we are cutting what are our expectations?</li> <li>• When we are gluing what are our expectations?</li> <li>• I am going to give you guys the instructions and then you can get started.</li> <li>• When I say go, I want you guys to go find your heart at the table and sit in the chair its by but don't touch anything</li> </ul>		
<b>5</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• Now that you guys have found your heart with your name on it when I say go, I want you guys to trace the letters of your name and then put your marker back in the container when you are done.</li> <li>• When I say go, you are going to grab a scissors and cut your heart apart. When you are done put your scissors down in front of you.</li> </ul>		
<b>15</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>• When you are done cutting your heart apart I want you to put it back together so it looks like a heart.</li> <li>• When I say go, I want you to grab a colored piece of paper and glue. You are going to glue your heart together on the piece of paper and then you can decorate the paper however you would like.</li> <li>• There are markers, glitter, and other materials in the center of the table.</li> <li>• You can make this whatever you would like it to be.</li> <li>• When you are done decorating make sure you clean up your area.</li> </ul>		

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2	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"><li>• What shape did you make when you glued the pieces back together?</li><li>• What holiday is it today?</li><li>• I want everyone to hold their heart up so we can look how everyone decorated their own heart.</li><li>• I love hard you guys worked good job.</li><li>• Now wait until I call your name and you can go put your heart in your cubby to take home and show your family.</li></ul>
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b> Watching the students as they are completing the activity to see if they listened to the directions that were given to them. <b>Consideration for Back-up Plan:</b>	<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> See how the student's activity looks at the end. If they asked more than once on what they were supposed to be doing. Seeing if they can remember simple multistep directions when given to them.  <b>If applicable- overall unit, chapter, concept, etc.:</b>
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> This lesson was seeing how students cutting and gluing skills were. This lesson turned out to be a small group lesson instead of a large group. The students did well with this lesson and understood the whole concept of the lesson. They all cut this heart apart and then on another piece of paper they glued it back together. The students enjoyed taking something home to show their parents. What I would change is finding another way to engage the students even more. How I changed it was based on how the students were with cutting the heart out. I knew going in there were some that would struggle so I made sure to help when they asked for it. I learned that there needs to be something else to this lesson. This was a good simple lesson, but I need to find another feature to add to it to make it better.	

