**Lesson Plan**

**Brandon Burke Grade: Pre-Kindergarten**

1. Academic Standards- *list the SOL and/or Common Core Standards that align with the lesson*
2. Instructional Objectives- Turn letter L into a lion
3. Instructional Design- *explain how you will guide the learning event, including the following components:*

o Introduction/Motivational Device: Remind all students to raise hand when wanting to talk or need help. Ask students what letter they started last week and who remembers what we were turning it into.

o Subject Content/Topics: Letter L and lion to tie them together

o Learning Activities/Procedures:

1. Students will glue precut mane onto top sides of the L
2. Students will glue precut circles (eyes) onto the top of the L
3. Students will glue Blue circle (pupil) onto white circles
4. Students will glue a tail onto the bottom of the L.

* This lesson is a guided lesson. Teaching pre-K with most students being only 3 years old I found it best to work step by step with the students to make sure everyone gets each step completed correctly.

o Key Discussion Questions: What is the letter of the week we started? What were we making from our letter? What part do we need to add next?

o Closure: What was our letter of the week? What other words besides Lion start with the letter L? \*If extra time at end of class students can either free draw or build with magnetic blocks.

* Differentiated Learning Activities- There are students with disabilities, but this is a simple project for all to complete. When passing out parts to glue I lay them onto the L where they need to be glued so every student knows where that part is meant to go along with showing them where to glue it before passing out a part. Being a pre-k class the teacher is in the classroom as well as myself walking around helping the students.

o Describe important characteristics and diversity of learners in your classroom: There are 18 students working on this project. There is a wide variety of different races including White, African American, and Hispanic. There are a few children with IEP’s for different disabilities and or learning needs but are helped through myself, Mrs. Overstreet, their teacher, and if they have a larger disability then they have a proctor to help them.

o Strategies: Because we have diverse learners in the class it is easiest to have all of them do the same thing but allow a little freedom on how they glue each piece down. To best represent the content the students will be shown each step by myself so they can see each step being done. To engage the students in learning I will ask them about their letter of the week and what things start with that letter. To get students to express what they know I will ask what part they think comes next which also helps keep the students engaged.

1. Instructional Resources and Technology- No technology is needed for this project, but the letter L was displayed on the Promethean board when they painted the L in the previous class.
2. Formative Assessment- I will walk around and make sure each student is placing each of them in the correct area and help them fix it and let them know why it can be better the new way compared to how they originally had it.
3. *Reflection-*

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*Adapted from Bloomsburg University of Pennsylvania’s Lesson Plan Format and Scoring Guide*