

Lesson Plan

Learning Segment/Unit Information:

Teacher Candidate's Name: Ms. Chenoweth
Date of Lesson: February 19, 2025, at 9:55 am
Learning Segment/Unit Title: Reader's Workshop

Context:

Grade Level/Subject: Kindergarten/ Reader's Workshop ELA
IDEA Disability Categories represented: N/A
Type of classroom (continuum of placements): General Education
Specific Classroom Requirements (ex. curriculum, program, technology): N/A

Learning Segment Components:

<p>Essential Questions: What happened first, next, and last in the story? Why did Sneezy keep melting? What did the children do each time Sneezy melted? How did Sneezy finally stay cold and happy? How do the pictures help us understand the order of events? What would happen if the events were told in a different order? How do Sneezy's actions change throughout the story?</p>
<p>NJ Learning Standard(s):</p> <ul style="list-style-type: none"> - RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment an illustration depicts a story). - RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<p>Summative Assessment for Learning Segment/Unit:</p>

Accommodations for Specific Students:

Identified Support for (ELL, advanced student, A struggling student, a student with IEP or 504)	Specific Characteristic(s) (Strength/Need)	Planned Accommodation(s) These are the changes to "how" the student learns the content. The student <u>achieves the learning objectives</u> of the lesson.
Olivia	Need in identifying letters and sounds.	Provide sentence starters (e.g., "First, Sneezy..."). Break down the story into smaller sections with discussion in between. Will go back in the book and find what came next.
Jackson	Behavior/struggling student	Provide sentence starters (e.g., "First, Sneezy..."). Break down the story into smaller sections with discussion in between. Will go back in the book and find what came next.

		Students can use examples from the book for the worksheet. For example, my snowman melted because it drank hot cocoa.
Damian	Need in identifying/ writing correct letters.	Provide sentence starters (e.g., "First, Sneezy..."). Break down the story into smaller sections with discussion in between. Will go back in the book and find what came next. Students can use examples from the book for the worksheet. For example, my snowman melted because it drank hot cocoa.
Advanced Students		Students will be guided to sequence events based on memory from the book. If needed, the teacher will return to the book for extra support. For the worksheets, students will be encouraged to think of alternative ways not from the book, such as how their snowman melted.

Modifications for Students with Disabilities (based on IEP):

Identified Support for (see list above and include ONLY those with disabilities)	Specific Characteristic(s) (Strength/Need)	Planned Modification(s)	Modified Learning Objectives
N/A			

Lesson Information:

Lesson Title: Sequencing Events in a Story
The Sequence of Lessons in the Learning Segment 2

Learning Objective: SWBAT	Corresponding Formative Assessment:
Students will be able to identify the main events in the story Sneezy the Snowman.	The teacher will read the book Sneezy the Snowman. While stopping and discussing the events that take place in the story.
Students will be able to sequence the story's main events using a visual organizer on the board.	After the read-aloud, students will remain on the carpet and do a sequencing map of the story. Seven total main events happen to Sneezy. They will have to be put in order.
Students will be able to do a worksheet that says, "My snowman melted because..." Students will draw	Students will return back to their seats and be given a worksheet to draw and explain why their snowman

and write why their snowman melted in the box provided.	melted.
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Contexts considered when building this lesson (e.g., misconceptions, curriculum, etc.):

What did you consider when you built this lesson? Before this lesson, my cooperating teacher had read this book and focused on the book's beginning, middle, and ending. To build off that, I have decided to do a sequencing lesson for students to build on their knowledge of remembering essential events in a story. As previously taught, they learned about three events in the story. Now that we are focusing on sequencing, students must remember seven events in the story.

Theory considerations: The theory of consideration that I will be using is Behaviorism. This is an appropriate theory because my students react well to positive reinforcements, modeling, and cueing. "Behaviorism in education, or behavioral learning theory, is a branch of psychology that focuses on how people learn through their interactions with the environment. It is based on the idea that all behaviors are acquired through conditioning, a process of reinforcement and punishment" (National University, n.d.).

Instructional Materials:

Instructional Materials: (appendices or hyperlinks)

- Sneezy the Snowman book
- Graphic Organizer of Mapping out the Events of the Story
- Visual cards of the events of the story.
- Worksheet on students picking if their snowman melts or stays frozen.
- Crayons, markers, pencils,

Academic Language Demands and Supports:

What genre/product/discourse are the students working on during this lesson? In this lesson, students will work on using sequencing words (first, next, then, last) to narrate events.

What content vocabulary do students need to be successful during this lesson? In this lesson, students will work on vocabulary words such as First, Next, Then, After, Last, and Finally.

What other elements of sentence and grammatical structure (syntax) do students need to know to be successful during this lesson? In this lesson, students will improve their sentence structure to tell a story by saying, for example, "First, Sneezy felt cold." "Next, he drank hot cocoa." "Then, he melted." "Last, the kids built him again."

Lesson Plan Procedures:

Duration	Learning Activities or Tasks	Accommodations for struggling students, ELL, etc.
5 minutes	Anticipatory Set <ul style="list-style-type: none"> - The teacher will show students the cover of Sneezy the Snowman and ask the question "What do you think happens to Sneezy in the story?" - Class discussion about what happens to snow when it gets warm. - The teacher will introduce the goal of the lesson: 	Olivia Jackson Damian, if needed, will be provided prompting and sentence starters for discussion.

	<ul style="list-style-type: none"> - “Today, we will put the story’s events in order and retell what happens to Sneezy.” 	
10 minutes	Input/Modeling <ul style="list-style-type: none"> - The teacher will read the story aloud, pausing and going back to key events in the story. - “First, Sneezy drank hot cocoa, and then he melted! What happened next?” 	
8 minutes	Guided Practice <ul style="list-style-type: none"> - Interactive Sequencing: After the read-aloud, students will go to the board and order the events of the story in the correct order. The teacher will call on volunteers or a lucky duck. 	<p>Olivia Jackson Damian will be provided with a choice of which section will be next.</p> <p>Will go back in the book and find what came next.</p>
10 minutes	Independent Practice <ul style="list-style-type: none"> - Students will complete a worksheet telling their story of how their snowman melted. - Using pictures for evidence. 	<p>Olivia Jackson Damian, if needed, can use an example from the book of how their snowman melted.</p>
5 Minutes	Closure: <ul style="list-style-type: none"> - To conclude, students will share how they chose to say their snowman melted. - The teacher will go around and check and help with any assistance. 	

Homework/Assignment for Next Class:

Continue reading to finish their reading logs for the month of February.

References to any scholarly work used in the development of this lesson



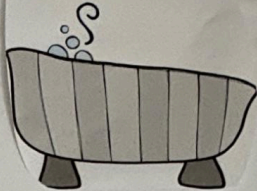




National University. (n.d.). *Behaviorism in education: What is behavioral learning theory?* National University. Retrieved January 31, 2025, from <https://www.nu.edu/blog/behaviorism-in-education/>

Appendix A

Sneezy the Snowman

The beginning

I can sequence the events from the story!

- 1 He has hot cocoa.

- 2 He wears the girl's hat.

- 3 He sits in the hot tub.

- 4 He wears the boy's scarf.

- 5 He stands by the fire.

- 6 He wears the girl's jacket.

- 7 He eats the ice cream.


The End

Appendix B

Name: _____

Sneezy the Snowman



My snowman melted because.....