

UW-Platteville SoE Lesson Planning Template

Name: Bryanna Walz
Lesson Title: Firefighters
Grade level(s)/Course: Kindergarten / Literacy
Date taught: October 8, 2013

INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS

Total students <u> 18 </u> Males <u> 12 </u> Females <u> 6 </u>		
Students with Special Needs: Category	Number of Students	Accommodations and/or pertinent IEP Objectives
Students with IEPs	3	<p>With the three students there are two Teacher Aids that work with those students. Two of these students actually go to a different classroom for literacy from 8:30 until 10:00am so they are in my classroom for the calendar time and a small fraction of the special person/surprise bag.</p>

INFORMATION ABOUT THE LESSON

<p>Content Strand</p> <ul style="list-style-type: none"> • Literacy
<p>Enduring Understanding and/or Essential Question</p> <ul style="list-style-type: none"> • What does a firefighter do? • What are some action verbs for a firefighter?
<p>GLE(s) or EOC <u>and</u> Symbolic Notation</p> <p>Literature</p> <ul style="list-style-type: none"> • With prompting and support, ask, and answer questions about key details in a text. • Actively engage in group reading activities with purpose and understanding. <p>Foundational Skills</p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.) <p>Language</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Print many upper- and lowercase letters. - Understand and use question words (interrogatives) (e.g., who, what where, when, why, how). - Produce and expand complete sentences in shared language activities.
<p>Outcome(s)</p> <ul style="list-style-type: none"> • The students will be able to produce and ask at least one question about what is in the surprise bag. • The students will be able to read 60% of the daily news on their own after filling it in. • The students will be able to answer at least two of the interactive questions asked throughout the book. • The students will be able to name at least one action verb for a firefighter. • The students will be able to follow along in <u>F is for Firefighter</u> using their finger to point to each word.

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Academic Language related to the lesson

- Firefighter
- Climbs
- Rescues
- Uses
- Ax

Prior Learning/Prior Thinking

- The students have started learning about action verbs and some of the things about firefighters. They will be going on a field trip to the local fire station late today.

LESSON IMPLEMENTATION

Anticipatory Set/Elicit Prior Knowledge

- Lunch/Snack Count: When the students come inside from playing on the playground or when they arrive to school they will put their folder in the bin and if they bring a cold lunch it will go on the counter. Then the students will stand in line to put up on the chart what they are planning to have for lunch (either hot lunch or cold lunch) and what they would like to drink with their snack (either white milk, chocolate milk, or orange juice). When the students are done they will choose a book to read quietly at their table until everyone else is done doing their lunch count. During this time I count the number of students eating hot lunch and who is having orange juice for snack to send to the office ladies. A couple of the students will be chosen to get the milk and juice for snack and then bring it back to the classroom. Depending on when the announcements are in the morning the students will stop what they are doing and listen so that they know what is for lunch and any other important announcements.
- Calendar Time: Have the leader of the day put the next number on our calendar. State today's date as a class. Change today's weather if needed and go over the temperature high for the day. Add the next number of school days to the gumball machine. Go over the schedule for the day and the week if there is anything special going on.
- Surprise Bag: The students will ask the leader of the day questions to find out what is in the surprise bag. The leader will then answer each question until one of the students guesses correctly what is in the surprise bag.
- Family of Friends Book: If the book is returned to school from the student who had it the night before then go over who gets to take the book home tonight to show and read with their family. If the book is not returned then remind that student that he/she needs to bring it back to school soon.
- Daily News: Call each group of students one at a time to sit in the spot that they always sit in for Daily News; some will be at tables or on the rug. Using the smart board, write in the words to complete the sentences by having the students tell me what to write in each area since we have been using the same layout of the daily news everyday so far the school year. Tell the class what two students get to talk for the day before starting to write that way they will have time to think about what they would like to say. Also, tell the class what student will be the leader the tomorrow (the next day of school). After filling in all of the daily news have the students read it out loud all together.

Focus/Purpose Statement

- The students will be able to state action verbs for a firefighter.
- The students will be able to point out to the word of the week 'and'.

Procedures

- Using the word card for the week, ‘and’, I will demonstrate for the students what a sentence is using the word ‘and’. Then I will pass the card to one of the students and he/she will say their own sentence. This will allow the students to hear different ways to use the word in a sentence other than when they hear the word in a book that is read aloud.
- To help the students with beginning sounds of the alphabet, I will play the song “Action Alphabet” on the Dr. Jean CD for them to sing and do the actions. This time I will turn the volume down so that I can hear and see if the students know the actual beginning sounds for each letter of the alphabet.
- Read This is the Firefighter by: Laura Godwin as an interactive read aloud asking the students questions:
 - What are these firefighters doing?
 - What type of building might this be that has the fire?
 - Why does the little girl look scared?
 - Why is the dog covering its eyes?
 - Why is this firefighter a hero?
- Have the students think about action verbs for a firefighter. As the students name some words write them on the board so that they can see each word. Once there is a good list made go over each action verb to see if the students can think of another action verb for a firefighter.
- As class we will read F is for Firefighter mini book that I created using their word of the week and action verbs for firefighters. The students will first go back to their tables that way they have a flat surface to place the book on while they follow along and read. Using my large copy of the book I will demonstrate to the students how I want them to follow along using their finger while I read the book.

Differentiation

- Instead of using one of the students’ copies of F is for Firefighter, I will have a larger copy so that one page of the book is one full page of paper. This will make it easier for all of the students to see what words I am pointing to easier than using one of the smaller sized copies.
- If a student can’t find the correct word that we are starting at to read the page, I will have the person sitting next to them help find the correct word.

Closure

- After reading F is for Firefighter, have the students use their pencil to write their name on the front cover of the book and then get their yellow crayon out of their bag. With the yellow crayon the students will underline the word ‘and’ on each page throughout the book. This way the students will be able to see and point out the word of the week in a book.
- Then as a class review the action words for a firefighter by looking at the list we made and some of the actions in F is for Firefighter mini book.

Materials and Resources

- ‘And’ card
- Dr. Jean CD
- CD player
- Expo marker
- White board
- This is the Firefighter by: Laura Godwin
- F is for Firefighter mini book
- Pencils
- Yellow Crayons