Lesson Plan	
Preliminary Information	
Candidate Name: Synthia Phippen	**Grade Level:** Kindergarten
Candidate's Endorsement: Elementary Education K-5	**Central Focus:** Sequencing a story
Subject/Topic: (English) Learning to sequence a story	**Learning Segment Theme:** Students will start to demonstrate an understanding that print conveys meaning.
Where in the learning segment does this lesson occur? ☐Beginning ☐Middle ☐End	**Lesson Structure or Grouping:** Whole Class
Student Assets (Knowledge of Students)	
Personal (Interests, family backgrounds, experiences, etc.)	Ask if anyone ever saw a chicken or has one at home.
Cultural (Traditions, dialects, worldview, literature, arts, etc.)	There may be special kinds of food you all may cook with your parents or even your grandparents that are specific to their culture and what they grew up eating.
Community (Landmarks, community events, etc.)	Talk about helping out your friends in the community if they ask you to or even your siblings if they need help with something at home be willing and able.
Developmental (Cognitive, physical, social, and emotional)	We are all able to help each other in times of need and it can be fun to help friends cook or clean if they need. It's always good to move our

	bodies and help our friends when we can.
Content Standards	
State Standards	(English) Reading K.6
National Standards	
InTASC Standards	
Learning Objective(s) *These must be behavioral and measurable.* Statements of what students will know, understand, and be able to do at the end of the lesson *(consider all three domains).* Include condition, performance, and criterion.	
The students will be able to understand how to sequence a story from the beginning to the end. Condition: The students will listen to the book "The Little Red Hen." We will talk about the sequence of this story after it's read. Performance: The students will create the sequence of the story on a work sheet after we talk about the sequence of this story. Criterion: The students will start to understand that stories have meanings and there is a reason for sequences of things that happen in stories. They will do the worksheet by getting 4/4 correct in order of the story.	
Beginning: Launch/Hook/Anticipatory Set How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?	
Talk about how many things have an order and this is called a sequence for example what are the first three letters of the alphabet? A, B, and C Right! These are in a sequence, and this is how they always belong in order from A, B, and C. Talk about how numbers are also a sequence then explain how stories also have sequences, and we are going to learn about them today in our story I will read.	
Middle: Instructional Strategies to Facilitate Student Learning For example: How will you engage students with ideas/texts to develop understanding? What questions will you ask? How will you promote question generation/discussion? What activities	

will you use to engage students in learning—for individuals, small groups, or the whole class? How will you incorporate technology? How will you address the academic language demands? Detail your plan. Note: For math lesson plans, please write or attach every task/problem student will solve during the lesson—with the correct answers.	
I will start by introducing the book and asking them if they like animals. I will explain how I am going to read the book, and they need to listen for the sequencing in this book, so everyone needs to stay nice and quiet as I read. As I read the book, I will stop at the important sequencing parts, and we will discuss it together. As we read the book and figure out the order, I will write it down on a big sheet of paper on the easel so we can go back to the order at the end of the book and rediscuss. Once this is finished, I will direct the students to quietly go back to their seats and give them the sequencing worksheet to work on. I will explain how they will cut out the pieces on the bottom and glue them in order on the top boxes. If they need assistance we can help them. The first thing they should do is write their name on the top and then begin cutting. After this is done, we will collect the papers.	
Instruction/Modeling	Demonstrating that A, B, and C go in order and can only be in order that specific way. Reading the book and talking about the sequence of this story and how the chicken makes the bread.
Guided Practice	Students will work on a sequencing worksheet together and with their teachers if they need some help.
Independent Practice	Students will cut out puppets of the characters from the book. Put them on popsicle sticks and retell the story in their own words.
End: Closure	

How will you end the lesson in a way that promotes student learning and retention?	
The students will use their popsicle stick puppets to retell the sequence of the book at their tables. I will discuss the meaning of sequencing one more time and then they will start to clean up their activities. I will thank them for participating and let them know it's time to clean up.	
Evidence and Assessment of Student Learning How will you know whether your students are meeting your learning objective? What tools will you use to measure their progress? How will you provide feedback to promote student learning?	
Diagnostic/Pre-assessment(s) (could be prior to the lesson)	Talking about sequencing in the beginning and during the book will help me assess what they know on this topic and what they are starting to learn.
Formative Assessments/ **Feedback to Learners** (part of the activities in the lesson)	The sequencing worksheet will allow me to know if they were paying attention to the story and the sequencing of the story.
Summative Assessments (matches the objective)	The popsicle activity helps to determine if all of the students remember the sequence of the story and what animal was first.
Academic Language Demands	
Language Demand(s)	Students need to understand the concept that 123 is an order and this will be forever how they are sequenced.

Language Support(s)	I will teach the students that all books have an important story to tell, and they are all sequenced in specific ways to the story.
Essential Vocabulary	Students will understand the sequence of the book “The Little Red Hen” and they will understand that all books have a sequence to a story. They will the sequence of this book very well.
LU SOE Specific Lesson Requirements	
Character Education	Students will start to understand that all stories have meanings, and the order of the story is important for the meaning. This will help them develop deeper knowledge of books.
Materials	ABC cards Paper Marker “The Little Red Hen” (book) Sequencing worksheet Puppet worksheet Popsicle sticks Tape Scissors Glue
Technology Connection	

Consider the Following Question for the next section of this Form: How will you support students to meet your goals? Describe EXPLICITLY what you will do! List planned supports (instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus).	
Planned Supports	As teachers, we will be ready to support any child that needs it and be open to looking for help. When a child is confused and falling behind, I will assist them and help them get back on track. If they need more time to finish the worksheet, I will allow them more time, so they Don't get frustrated.
Supports: Differentiation/Extension How will you provide successful access to the key concepts for all the students at their ability levels?	
Exceptionalities (special needs [IEPs/504 plans], gifted and talented, accommodations, etc.)	Provide extra help on the worksheet if necessary. Help them individually if they seem frustrated and need extra help one-on-one.
ELL	Students who may need help in this area can still participate with our book and worksheet. They will need more assistance so one of the teachers can be of assistance if needed.
Learning Styles/Student Engagement	Provide different activities throughout the lesson so the

	students of all learning styles are impacted. For example, we are listening to a book and then doing a worksheet and then using puppets at their desks.
Extension	If students are struggling to get the worksheets or activity done in time, we will allow them to save it and do it another day so that they have more time.
References: Resources Cite all sources used in the development of the lesson materials and resources, including URLs or other references.	
References: Research to Support Instructional Design Cite all research used to support instructional design, including URLs or other references.	