

Sample Lesson Plans

Michael T. Collier

Lesson Plan 1

This lesson was used with second graders. This lesson helped students learn about horizontal, vertical, and oblique lines.

Lesson Plan 2

This lesson was used with fourth graders. The primary focus of this lesson was for students to learn about “voice” in writing. Students were also required to write short letters using different types of “voice.”

Lesson Plan 3

This lesson was used with first graders. It focused on teaching students how to classify objects by their attributes. Students used a variety of buttons for this lesson.

Lesson Plan 4

This lesson was also taught to first graders. This lesson focused on teaching students about Fairy Tales.

FRANKLIN COLLEGE
Education Department

LESSON PLAN 1

Student Name Michael Collier

Cooperating Teacher Name

Subject Area Math

Grade Level 2

Signature for Approval (Cooperating Teacher)

Date Prepared 10/15/06

Date Taught 10/18/06

Related Standard (Source) Investigate and predict the result of putting together and taking apart two-dimensional and three-dimensional shapes.

(Number) 2.4.3

TOPIC (*key point; concept; skill*): Identifying horizontal, vertical, and oblique lines

OBJECTIVE (*TSWBAT + performance, conditions, criteri*) TSWBAT list and describe horizontal, vertical, and oblique lines which correlate to the Indiana Standards and Mrs. Goedeker. The students will be given ten minutes at the end of the class to show that they understand the concept. They will have to complete a worksheet that will demonstrate their ability to identify these different lines. I expect a 90 percent passing rate from the class.

MATERIALS: Projector/blank projector sheets – Pencil/Pen – Chalkboard/Chalk – Number Chart - Worksheets

I. PROCEDURES (*teacher and student tasks*)

A. Beginning of lesson

1. Classroom management two-part step (*to have students ready to learn, in listening position, where they need to be*):

To begin this lesson, the teacher will walk to the front of the room and address the class. The teacher will then have the class clear off their desk. Next, the teacher will ask the students if they are ready to learn something new. The teacher will then tell the class to pay full attention because this is a really important concept.

2. Statements to initiate or set the stage for the lesson; motivation; overview; or establish an atmosphere:

To initiate a positive atmosphere, the teacher will ask the class for a volunteer to come to the front of the room. The teacher will then ask the class what position the student is standing in. "Is the student standing in a vertical, horizontal, or oblique position?" Next, the teacher will have the student lie on the floor, horizontal to the floor. The teacher will again ask the class what position the student is in. The teacher will then tell the class that today we are going to learn about horizontal, vertical, and oblique lines.

B. Instruction Steps:

*= Modifications (*strategies to meet individual, special needs at a particular step*)

1. The teacher will first draw a horizontal line on the board. "What kind of line is this? Remember the student lying on the floor? This is an example of a horizontal line." The teacher will then write "horizontal on the chalkboard. "Does anyone see a horizontal line in the classroom?" The teacher will then have everyone hold out their arms so they are horizontal. "See how your arms make a horizontal line?"

2. Next, the teacher will draw a vertical line on the chalkboard. "What kind of line is this? Remember the student that was stand straight-up? This is a vertical line." The teacher will then write "vertical" on the chalkboard. "Can someone identify a vertical line in the classroom?" The teacher will then have everyone stand up. "Now, everyone is forming a vertical line."

3. The teacher will then draw an oblique line on the chalkboard. "What kind of line is this? This line is called an oblique line because it is slanted. Can anyone give me an example of an oblique/slanted/diagonal line?" The teacher will then write "oblique" on the chalkboard next to the illustration.

4. The teacher will then turn on the projector with the hundreds chart being displayed. The teacher will then call on a student to come to the projector and circle the numbers that have a zero in the ones' place. "What type of line does this make? Yes, the numbers 10, 20, 30, etc. form a vertical line".

5. Next, the teacher will call on a student to circle the numbers 1 – 10, using a different colored pen. "What type of line do these numbers make? Yes, the numbers make a horizontal line. Remember when we held out our arms? They formed horizontal lines".

6. The teacher will then circle 9, 18, 27, 36, 45, 54, 63, 72, and 81. "What type of line do these numbers make? Yes, the numbers make an oblique/slanted line".

7. The teacher will then ask the students to give example of numbers that form a vertical line. The teacher will repeat this step for horizontal and oblique lines as well.

C. Closure statement (*brief lesson review, summary; doesn't have to be the last step if something is going to be made or an activity will follow*):

The teacher will tell the class that everyone now knows what vertical, horizontal, and oblique are. "Now, we are going to do the worksheet together. We will do side 33B together, and the other side we will do individually".

II. ASSESSMENT (*how is objective met by students: observation, written work, presentations, quiz, etc.*):

The teacher will assess the students by having them work on their worksheets at the end of class. The teacher expects that 90 percent of the students fully understand this concept.

III. EXTENSION AND REMEDIATION (*what will be done beyond lesson; strategies for those who need further instruction, assistance*):

For individual extension, the teacher will have the student physically represent the different lines by standing, holding out his/her arms, or by slanting. For group extension, the teacher can draw a square on the chalkboard and then have students divide the square horizontally, vertically, and oblique. For individual remediation, the teacher can ask the student some questions that might help with the understanding. “If something is vertical, what does that mean? Right now I am standing up, so I am standing vertically”. For group remediation, the teacher will have the students physically represent the lines. “Okay, everyone stand-up. What type of line are we making? Okay, everyone lie down. What type of line is this? Everyone lean forward. What kind of line is this?” Hopefully, the students will all visually understand the different lines.

HOMEWORK ASSIGNMENT(S): Worksheet Side 33A

FRANKLIN COLLEGE
Education Department

LESSON PLAN 2

Student Name Michael Collier

Cooperating Teacher Name **Subject Area** Language Arts **Grade Level** 4

Signature for Approval (Cooperating Teacher)

Date Prepared 1/17/07

Date Taught 1/19/07

Related Standard (Source)

Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.

(Number) 4.1.1

TOPIC (*key point; concept; skill*): Understanding how literature contains “voice”

OBJECTIVE (*TSWBAT + performance, conditions, criteria*) TSWBAT read, write, and show how literature can contain may different types of “voices”, and how writers can express their feelings correlating with the Indiana Language Art Standards, where the students will be given the last twenty minutes of the lesson to show that they understand these skills on “voice” with 90 percent of the students getting 18 out of 20 correct.

MATERIALS: Markers – Blank Projector Sheets – Eraser – Projector – Easel –Lined Writing Paper- Pencil – “First Day Jitters”

I. PROCEDURES (*teacher and student tasks*)

A. Beginning of lesson

1. Classroom management two-part step (*to have students ready to learn, in listening position, where they need to be*):
To begin this lesson, the teacher will walk to the front of the room and address the class. The teacher will ask the students if they are ready to learn something new. The teacher will then tell the class to pay full attention because there are about to learn an important concept that deals with learning how to read and write literature. The teacher will then ask everyone to come to the reading area.

2. Statements to initiate or set the stage for the lesson; motivation; overview; or establish an atmosphere:
Reading to the students at the beginning of the lesson will establish a positive atmosphere from the start. I will then tell the students that they are going to be learning a fun topic that deals with books. "You will be learning about "voice today."

B. Instruction Steps:

*= Modifications (*strategies to meet individual, special needs at a particular step*)

1. I will first read the book, "First Day Jitters". I will try to read it slowly so that the students will hear the different tones and "voices". I will also tell the students that pictures can also represent a "voice".

2. Next, I will stop at different pages and ask the students what "voices" they heard. I will reread several different pages. I will then ask the students to listen for key words that help establish "voice" in the text.

3. I will then write the key words on the easel, so that the students can see them and learn their meaning. I might even ask for other words that are synonyms to the words they chose from the text. This will help the students gain a stronger vocabulary.

4. I will then tell the students that they will be given ten minutes to show that they understand "voice". I will ask them to write a letter to their parents, asking for their families to not have to move out of the school district. I am going to tell the students to pretend that they are being forced to move to another school district. Now, they have a chance to plead their parents not to move and explain why they like it at this school.

5. I plan on showing the students a sample of the projector so that the students have an ideal of what I am looking for in their responses.

6. After the students are finished with their responses, I plan on choosing a handful of students to read their letters to the whole class. I will then ask the class to figure out the different types of voices they hear from the letters. I hope that this will allow students to gain more confidence in their writing.

D. Closure statement (*brief lesson review, summary; doesn't have to be the last step if something is going to be made or an activity will follow*):

The teacher will first tell the class that they did a wonderful job at paying attention and working on their letters. The teacher will also tell them that they now can identify different "voices" and be able to present different "voices" when they do their own writing.

1. **ASSESSMENT** (*how is objective met by students: observation, written work, presentations, quiz, etc.*): The teacher will assess the students by walking around the room while they work on their letters.

IV. EXTENSION AND REMEDIATION (*what will be done beyond lesson; strategies for those who need further instruction, assistance*):

For individual/group remediation, the teacher will reread different parts of the text that illustrate “voice.” For individual extension the teacher will have that student write a letter to the President (pretend), pleading to extend summer break.

HOMEWORK ASSIGNMENT(S): Revise their letters and turn in another copy on Monday.

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LESSON PLAN 3

Student Name Michael Collier

Cooperating Teacher Name:

Subject Area: Math

Grade Level 1

Signature for Approval (Cooperating Teacher)

Date Prepared 4/13/2007

Date Taught 4/18/2007

Related Standard

- 1.1.1 Count, read, and write whole numbers up to 100.
- 1.4.2 Identify triangles, rectangles, squares, and circles as the faces of three dimensional objects.
- 1.4.3 Classify and sort familiar plane and solid objects by position, shape, size, roundness, and other attributes.
- 1.4.5 Give and follow directions for finding a place or object.

TOPIC: Understanding how to classify objects by their attributes

OBJECTIVE: After the teacher finishes his/her lesson, TSWBAT to classify objects by their attributes, with the knowledge that they have gained in class dealing with Venn Diagrams and sets; furthermore, the students will also be able to locate Toad's missing button from the story, Frog and Toad are Friends, with the teacher expecting all of the students finding the button and receiving the total five points for the project.

MATERIALS:

Teacher: Frog and Toad are Friends by Arnold Lobel, projector, blank projector sheets, math worksheet, coloring worksheet, bag of buttons for all of the students

Students: Pencil and crayons

I. PROCEDURES

A. Beginning of lesson

3. Classroom management two-part step:
 - a. "It is time to clear your desks so we can start our Math lesson."
 - b. Praise the students and groups that are quietly waiting in order to motivate the others to do so.
2. Statements to initiate or set the stage for the lesson; motivation; overview; or establish an atmosphere: "Today we are going to learn how to classify objects by their attributes. We are going to learn how to compare and contrast objects. I would first like for everyone to go to the reading carpet because we are going to read a book about frogs".

B. Instruction Steps:

1. The teacher will tell the class that they need to pay close attention to the story in order for me to continue reading it.
2. The teacher will tell the class that we are going to be reading Frog and Toad are Friends by Arnold Lobel.
3. While the teaching is reading the story, he will ask students questions to get the entire class involved with the story. "What do you think will happen next"?
4. When the teacher is finished reading the story, he/she will ask questions to judge the students understanding of the reading. "Where did the story take place? Was this a factual story or fiction? What happened at the beginning of the story? middle? end? What was the lesson that is illustrated in this story"?
6. The teacher will then have all of the students return to their desk and make sure they have everything cleared off.
7. The teacher will then choose two boy and two girls to come to the front of the room. "What do these students have in common? Hair color, shoes, eyes, etc. How are they different"? The teacher will then draw a Venn diagram on the board.
8. The teacher will write "boys" on one side of the diagram and "girls" on the other side. The teacher will first ask the class what are the similarities between the boys and girls. The teacher will write the student's responses on the board. The teacher will show the students that the similarities go in the middle of the diagram. The teacher will then ask the class for differences. The teacher will show that these responses go on the outside circles, under "boys" or "girls".
9. The teacher will then tell the students that they are now going to play a game to find out who has Toad's missing button. The teacher will explain to the class that if he/she sees anyone playing with the buttons, they will have their buttons taken away and will have to watch while everyone else gets to play.

10. The teacher will then tell the class that they are once again going to finding common attributes, only this time observing their buttons. The teacher will first ask everyone to classify their buttons in any ways they choose. They could organize their buttons by color, shape, number of wholes, etc. The teacher will then call on students to share the ways they classified their buttons.

11. The teacher will then tell the students that he/she will be reading the story again and they are to pay attention for the clues to help finding Toad's button. The teacher will write the clues on the board, so that everyone can see them. As the teacher writes the clues on the board, he/she will also be telling the students that they can eliminate the other buttons that do not match the clues. Hopefully, everyone will narrow their choice to one button and make Toad happy again.

12. The teacher will then tell everyone that they did a good job with participating with the lesson. The teacher will then handout everyone a worksheet with a picture of a frog dancing. "Everyone may color their frog any way they choose".

- E. Closure statement: "Today we have learned about how to classify objects. Could someone tell everyone what else they learned?" Thanks for allowing me to teach you today.

II. ASSESSMENT: During the lesson, ask questions to see if the children are relating to the theme of the story and the concepts being taught. Call on students to recall the basic sequence of events of the story. Students will also be assessed on whether or not they can eliminate their buttons and find Toad's button. Basically, they will be assessed on how well they can pay attention and how they understand classification.

V. EXTENSION AND REMEDIATION

1. Extension

- a. If the whole class finishes early, I will have the students complete a math worksheet that I have for them.
- b. If only a few students finish early, they can complete the worksheet as well.

2. Remediation

- a. If the whole class does not understand, I will draw another Venn diagram on the board and have the students help me write down the important aspects of the story.
- b. If only a few students do not understand, I will pull them aside and provide individual remediation.

IV. HOMEWORK ASSIGNMENT: The students will take home their illustration and finish it if they did not complete it during the class session. They can also take home the worksheets if they want to.

FRANKLIN COLLEGE
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LESSON PLAN 4

Student Name Michael Collier

Cooperating Teacher Name:

Subject Area: English

Grade Level 1

Signature for Approval (Cooperating Teacher)

Date Prepared 3/25/2007

Date Taught 3/28/2007

Related Standard

- 1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.
- 1.3.2 Describe the roles of authors and illustrators.
- 1.3.3 Confirm predictions about what will happen next in a story.
- 1.3.4 Distinguish fantasy from reality.

TOPIC: Understanding of Fairy Tales

OBJECTIVE: After the teacher finishes reading the story, The Little Red Hen, TSWBAT to choose one word that correlates with either the main characters, theme, problem, solution, or setting of the story; and then make an illustration that relates to the word; the word an illustration will be worth five points each and I expect all of the students to receive full credit.

MATERIALS:

Teacher: The Little Red Hen by Lucimda McQueen, mask (goose, hen, dog, cat), projector, blank projector sheets, blank sheets of paper.

Students: Pencil and crayons

I. PROCEDURES

A. Beginning of lesson

- 4. Classroom management two-part step:
 - a. "It is time to clear your desks so we can start our English lesson."
 - b. Praise the students and groups that are quietly waiting in order to motivate the others to do so.

2. Statements to initiate or set the stage for the lesson; motivation; overview; or establish an atmosphere: “Today we are going to learn the meaning of fantasy. We are going to distinguish between fantasy and reality. I would first like for everyone to go to the reading carpet because we going to read a book about animals”.

B. Instruction Steps:

1. The teacher will tell the class that they need to pay close attention to the story in order for me to continue reading it.
2. The teacher will tell the class that we are going to be reading The Little Red Hen by Lucimda McQueen.
3. While the teaching is reading the story, he will ask students questions to get the entire class involved with the story. “What do you think will happen next”?
4. As the teacher is reading, he/she will also introduce the masks to the students as they appear in the story.
5. When the teacher is finished reading the story, he/she will ask questions to judge the students understanding of the reading. “Where did the story take place? Was this a factual story or fiction? What happened at the beginning of the story? middle? end? What was the lesson that is illustrated in this story”?
6. The teacher will then tell the students that he/she will be reading the story again, but this time allowing four students to hold the masks. Next, the teacher will handout masks to four students. “While I read the story, I will point to a student to raiser the mask to their face when their character is represented.
7. When the teacher is finished reading the story, he/she will ask the students some more questions – “Who was the main character. Why does the hen not share her bread at the end of the story?”
8. The teacher will then ask the students to return to their desk.
9. The teacher will then show the students a blank projector sheet. “What are some words that come to mind that relate to the story we just read?” The teacher will then write down the words that the students say.
10. After the teacher has written four-six words on the projector, he/she will then tell the students that they are going to be choosing one word and drawing a picture of what that word means to them. “Choose one of these words and make an illustration that comes to mind when you think of this word. You can also choose your own word to draw about”.
11. The teacher will then tell the students that he/she will be giving them a blank sheet of paper and they are to put their names on the top and their word that they choose in the middle.

12. The teacher then will handout the blank sheets to the students, leaving the projector on so that they can still see the words.

- F. Closure statement: “Today we have learned about parts of a fantasy story. Could someone tell everyone what else they learned?” Thanks for allowing me to teach you today.

II. ASSESSMENT: During the lesson, ask questions to see if the children are relating to the theme of the story and the concepts being taught. Call on students to recall the basic sequence of events of the story. Also students will be assessed on how well they complete their illustration and if their illustration correlates to the word they chose.

VI. EXTENSION AND REMEDIATION

3. Extension

- a. If the whole class finishes early, I will have the students choose a character from the story and write their own viewpoint of that character. For example, maybe the dog would choose not to be lazy the next time.
- b. If only a few students finish early, they can write two sentences about the theme of the story.

4. Remediation

- a. If the whole class does not understand, I will draw a Venn diagram on the board and have the students help me write down the important aspects of the story.
- b. If only a few students do not understand, I will pull them aside and provide individual remediation.

IV. HOMEWORK ASSIGNMENT: The students will take home their illustration and finish it if they did not complete it during the class session.

