

Finlandia University Lesson Plan

Name: LeAnn Larson

Subject: Language Arts

Grade Level: Kindergarten

Number of Students: 10

Length: 35 minutes

Pre-Instructional:

English Language Arts Section

Meaning and Communication

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational and civic contexts.

Benchmark- Early Elementary

5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context cues, and creating mental pictures.

Inquiry and Research

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Benchmark- Early Elementary

1. Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.

Grade Level Content Expectations

Reading-

Phonics

R.WS.00.03- understand the alphabetic principle, that sounds in words are expressed by letters of the alphabet.

Objectives : (as Kindergartners)

1. As a result of this lesson students will be able to recite the alphabet.
2. As a result of this lesson students will be able to identify words that begin with specific letters of the alphabet.

Objectives: (as colleagues)

1. As a result of this lesson colleagues will understand that there are different methods of teaching other than the traditional style. ex: distance learning.
2. At the end of the lesson colleagues may be open to incorporating different methods of teaching in the classroom.

Materials/ Special Arrangements/ Individual Modifications

- Whiteboard/ dry erase markers
- Computer/Projector
- Sesame Street (Alphabet soup) video clip
- ABC's by Dr. Seuss
- Paper/Pencil

During Instruction

1. The teacher will begin the lesson by telling her colleagues that there are many types of educators out there who work really hard without necessarily getting rewarded by feedback for their lessons by their students. These are the creators of distance learning. (Makers of popular learning shows for children, Sesame Street, Dora the Explorer, Baby Einstein, etc. as well as how to manuals)

2. Developmental Activities

a. The teacher will explain the activity and then draw a Venn diagram on the board labeling the two circles, one for a traditional lesson and the other for distance learning.

b. The teacher will read Dr. Seuss's ABC's to the students. The teacher will explain the activity that would go along with the lesson to colleagues. The teacher would then write the strengths of that particular type of lesson as the colleagues give them.

c. The teacher will play the Sesame Street video. The teacher would then ask for the strengths of that particular teaching tool and write it in the diagram.

d. The teacher will provoke a discussion by asking questions about the two methods.

e. The teacher will ask her colleagues to go online to www.sesamestreet.org and look around at the sites teaching tools for a short time. The teacher will then ask the colleagues what they think *students* could learn from Sesame Street and what *educators* could learn from Sesame Street.

Concluding Lesson

The teacher will tell her colleagues that there are many teaching tools and methods out there and it is up to each of us to be aware of and flexible enough to try them. I hope that you at least take away with the fact that there is different types of learning out there.

Follow- Up Activity or Assignment

1. Colleagues will research other types of distance learning teaching methods and ideas and write (at least a half page) on how they could incorporate it into their own classroom.

Post-Instructional

Evaluation of Student/Colleague Learning

Students will be evaluated on their behavior and participation during class. Colleagues will be evaluated on their take home assignment.