

ONLINE LESSON PLAN

Inclusive Best Practices Project Educating Students with Complex Support Needs 2008-2010

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Montoursville Area School District

Date of lesson to be observed/taped: **March 3, 2009**

SURVEY RESPONSES

1. Lesson Title

“Where Are You?”

2. Teacher(s) Name(s)

Teacher 1: Margaret Welch, Kindergarten Teacher

Teacher 2: Linda Szendrey, Special Education Learning Support Teacher

3. Grade Level(s)

Kindergarten

4. Content Area

Language Arts

5. Description/Abstract of Lesson

Students will listen to the story "Walking through the Jungle". Teacher will model how to identify the setting in each part of the story. Students will be able to identify a setting from the story and match an animal to the setting.

6. Primary Lesson Objectives

(1): identify setting in the story

(2): match an animal to its setting

7. Cognitive Level (Check all that apply.)

Knowledge

Comprehension

Application

8. Standards and Anchors Addressed:

1.3A. Understand and respond to a variety of literary selections that are read, listened to or viewed.

9. Guiding questions for this lesson:

- (1): What is a setting?
- (2): Name a setting from our story.
- (3): Name an animal that belongs in that setting.

10. Assessment Tools (Check all that apply.)

Class discussion.
Writing Sample

11. Learning Connections

Ask the students, Where are we now? Relate to a previously read story and identify the setting. Name an animal and ask them to name where they would find it.

12. Instructional strategies used in this lesson. (Check all that apply.)

Modeling
Brainstorming
Guided Practice

13. Learning Activities or Tasks

Learning Objective: Student will be able to identify a setting from the story.

Anticipatory Set: Begin discussion of where we are right now. Relate setting to a previously read story, *Warthogs in the Kitchen*. Discuss different animals and where they would be found.

Learning Activities:

Students will listen to the story, *Walking Through the Jungle*. As teacher reads, pause for the children to look at the illustrations and to predict which animal will come next. Say the sound words expressively. Model how to identify the setting in each part of the story. "I want to figure out the setting, or where the story takes place. In the first part of the story, the words say the girl is walking through the jungle. I see jungle plants and animals. So this part of the story happens in the jungle."

Continue in the same manner with each setting. After reading the story, develop listening comprehension by asking students to recall each setting and then to give a setting and name an animal that belongs in that setting.

Have the children draw a picture of their favorite setting from the story. The students will choose an animal from their practice books and glue it onto their pictures. The students will then complete the writing prompt identifying the animal and its setting.

Closure: The students will show their pictures and read their sentences.

14. Classroom Organization and Learning Environment

- Reframe the question for the learning activity and have student choose an animal and then identify the setting from the story.
- Proximity for story: Learning support teacher will support the student during the learning activity.

15. How and where will your students work?

Reading rug

Student tables

16. Materials and Resources (Check all that apply.)

Big book

Student practice book

Teacher generated writing activity

17. Lesson Evaluation/Teacher Reflection

To be completed following the lesson.