**College of Saint Mary**

**Lesson Plan Maker Variation for Early Childhood Education**

**Blank Template**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Story of your name** | | | | |
| **Your name: Gabreial Woodall** | **Age or Grade Level:**  **1st-2nd graders** | | **Integrated Disciplines/Subjects:**  **Drama** | **Time frame for Lesson:**  **Two days** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html) **and** [**NET-S**](http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2) **(as appropriate for the lesson): Students will learn and apply Self Concept , Social Relationships**  **, Self Control , Knowledge of Families and Communities Cooperation.** | | | | |
| **Objectives:**  **During the activity, the students will be able to be provided with an excellent way for kids to get to know each other better. The activity will be started right when school starts to help kids learn each other’s names, or later in the year to build classroom community. One at a time in a circle, or in small groups if the class is large, players take turns telling the story of their names. This can be chosen to be assigned as homework at the end of the day. Kids go home and ask parents to tell them the story of their name. Or I may choose to give kids a few minutes to think about the story of their name in class. If a player does not know the story, or if it is something they do not wish to share, they can make up a story. Players may then guess if the teller is being truthful.** | | | | |
| **Assessment: I will be assessing the children on opportunities for natural, ongoing interactions with typically developing peers.** | | | | |
| **Materials:**  **The students**  **The homework if given**  **a place for the students to gather** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set: . I will interest them in the learning of their peer’s names and the many new friendships they will make.** | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following sections must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.* | | | | |
| **Teacher will do:**   * **I will first greet the children on the first day of school.** * **I will talk to them and warm them up to the environment.** * **I will assign the homework to be brought back the next day.** * **When they come back we will all gather in a space big enough for the whole class to sit.** * **I will explain the objective of the game.** * **I will first demonstrate what to do.** | | **Student will do:**   * **The children will converse with me as they enter my classroom.** * **We will do first some fun activities such as creating our own name tags for our desk.** * **The students will listen to specific instructions given for homework.** * **I will make sure that every student has completed the assignment before starting the lesson on day 2.** * **Students will be encourage to actively participate.** | | |
| **Closure: at the end of the lesson I will go around the class room individualizing each student to the class for the class to verbally pronounce their names without seeing their name tag.** | | | | |
| **Differentiation: To differentiate a behavior disorder child I would undergo all special accommodation considerations before the lesson plan. I would plan to be ready to use different ways to get the project successfully completed. I could use a token or reward system or ask them to communicate what would help them get their work done .To differentiate a Learning Disability students I Would undergo all special accommodation considerations before the lesson plan. I would plan to be ready to use different ways to get the project successfully completed. I could make accommodation to the lesson plan for the child by shortening the curriculum or lowering the expectations.** | | | | |
| **References:** | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  *This lesson addresses required content knowledge that the students need to understand, By giving them the knowledge of the classroom community. They will be able to socially interact and build peer relationships.*  **Teaching Methods/Strategies:**  *The teaching methods included are class participation, demonstration, recitation, memorization, or combinations of these. These will help student’s skills as they develop educationally and socially. The students will need to acquire these abilities for further successful education.* | | | | |
| **REFLECTION**  **I FEEL THAT THE LESSON IS FUN AND EDUCATIONALLY VALUABLE** | | | | |
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Modified by Dr. Melanie K. Felton

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