

Lesson Plan - What's the difference between tunnels and bridges? Engaging in Shared Writing

Teacher: Sophie Turner

Date: 4/5/2022

Subject/Grade: Preschool

Time: Small Group (15 min)

Teaching materials: Anchor chart, markers, images (engineer, bunny, water, round, highway, over, through, river, ants) masking tape, informational texts from unit

Focused Standard(s):

1. LL 22 With modeling and support, describe, categorize and compare and contrast information in informational text.
2. LL With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.

Objective(s):

1. Students will identify at least one similarity and one difference between a tunnel and bridge using knowledge gained from informational texts.
2. Students will participate in the creation of a shared writing poster that answers the question: What's the difference between tunnels and bridges?

Review/anticipatory set: "We've been learning a lot these last two weeks about bridges and tunnels. We've learned who builds them, where they are built, and we've even built some of our own. Today we're going to :

Mastery group: compare and contrast them using what we have learned. Who knows what it means to compare and contrast?" Pause. Provide Feedback. "That's right, we are going to write how they are similar and different."

Emergent group: think about the things they have in common and the things that are different about them."

"I have a venn diagram for us to use. This circle is for things that are true about tunnels. What do you think this circle is for?" Pause. Provide Feedback. "So this middle shape is for things that are true about both because this is where the circles overlap. The space here is in both circles. I have the books that we have been learning from here to help."

Direct instruction: "I'll go first. I've learned that tunnels are round. So I'm going to put that in the tunnels section."

Mastery group: Write: "round"

Emergent group: Tape down picture with label round.

“That is a difference between tunnels and bridges. Now I’m going to think of a similarity. I know that cars can go on bridges and through tunnels. So I’m going to put that in the middle section.”

Mastery group: Write: “cars”

Emergent group: Tape down picture with label cars.

Guided practice: “Let’s try another one together.”

Mastery Group: Pick up the book about engineers. “What’s something that is true about tunnels AND bridges?” Call on student with a raised hand. “That’s true, tunnels and bridges are both designed by engineers. This is a similarity so where should I write it down?” Pause for response. Write in middle.

Emergent Group: Hold up a picture. Ask what it is. Ask if it is something that is true for tunnels and bridges or just one. Ask a student who struggles with engagement to pull up a piece of tape from the table and give it to a friend. Ask the friend to tape down the picture in the appropriate section that you point to.

Independent practice: “Now it’s your turn.”

Mastery group: Spread out informational texts on table. Ask students to think of similarities and differences. As they name them, ask which section they should be written in. Ask them what sound the word or phrase they are saying starts with and what letter corresponds to the sound. Dictate their responses.

Emergent group: Pass out remaining pictures. Call on each student individually and ask them where their photo belongs. Provide corrective, affirmative, and redirective feedback as necessary.

How will you incorporate teaching for maintenance and generalization?

Students will generalize recognizing similarities and differences across subject areas and answering questions that require synthesis of past experiences. Students will maintain prior vocabulary used in unit and an understanding that print carries meaning.

What modifications and/or accommodations do your IEP students need?

All students in the class have an IEP. They receive small group instruction in a small class with a low student-to-staff ratio as part of their accommodations. One student will additionally need personal materials to manipulate while engaging in the task to help him stay focused and calm. Expectations for students are developed on an individual basis using current knowledge of students collected through

observations. Some students will be expected to write their answers while others will dictate them to the teacher. The duration of time spent on the lesson will vary by student.

How will you differentiate instruction within the lesson?

The lesson will be taught in two small groups created on the basis of developmental age, attention span, interests, and need to develop academic skills. The small group who is demonstrating emergence of the ELDS will use images with labels to create the venn diagram. The group that is demonstrating mastery of the ELDS will dictate what to write to the teacher. Students will be able to choose whether they wish to sit or stand and who they would like to be near during the activity.

Pre- and post- assessments for student learning:

Pre-assessment of student learning is a KWL chart created as the beginning of the unit. Post assessment data will be collected through a checklist. See below.

| Student Name | Participated (Likert Scale 1-5) | Similarities Identified (#) | Differences Identified (#) | Notes |
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Self-reflection (how you will determine whether the lesson went well, whether you need to do any reteaching, etc.)

I will determine if the lesson went well by mastery of the objectives using the chart above and by observing the student’s engagement with the lesson.