(Miss Slick, Kindergarten Language Arts, 9/15/17)

Speech Vocabulary Expansion Lesson Plan

1. **Topic:**
2. The student will learn to identify pictures of everyday items and sort the items into groups based on common characteristics.
3. **Objectives/Standards**
	1. Given picture cards of everyday items, TSWBAT identify the image verbally to 50 percent accuracy. (Standard- CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.)
	2. Given physical objects or picture cards of everyday items, TSWBAT group the objects based on a common characteristic to 50 percent accuracy. (Standard- CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.)
4. **Teaching Procedures**

Anticipatory Set: *(2 minutes)*

1. The teacher will begin by pulling a few common objects (i.e. an apple, a water bottle, scissors, a stuffed animal, etc.) out of a bag and placing them in front of the student.
2. The teacher will then act confused. The teacher will explain to the student that she is so excited to have all these really cool things in her bag, but she does not know what they are all called. The teacher will explain that she needs the student’s help to help her figure out what all these objects are.

Development 1: *(10 minutes)*

1. The teacher will start by asking the student if they can name any of the objects in front of them without any prompting from the teacher.
2. After the student has identified any objects that they can already, the teacher will assist the student with identifying the other objects.
3. The teacher will then go over what each of the objects are again with the student. They will say the name of each object together aloud. Then the teacher will have the student try to identify each object on their own.
4. The teacher will then pull out picture cards. The teacher will go through all the picture cards with the student. The student will guess what the picture is. If the student does not know what the picture is, the teacher will tell the student and they will say the word together.

Guided Practice 1: *(5 minutes)*

1. The teacher will lay out four picture cards in front of the student. The teacher will then ask the student to point to one of the objects pictured on one of the cards. The teacher might say, “Point to the card with a cat on it.” The student will then point to the correct card and say the word.
2. The teacher will then lay out another four cards and repeat this process.

Development 2: *(5 minutes)*

1. The teacher will then explain that sometimes we can group objects based on things they have in common, such as if they are the same color, are all fruits, or if they are animals.
2. The teacher will then demonstrate using the objects she brought how to sort objects into groups. She will ask the student how she might group these objects. The student might say by food, by toys, by color, etc.
3. The student will help the teacher to sort the objects based on how the student wanted to sort them.

Independent Practice 1: *(5 minutes)*

* 1. The teacher will provide the student with some of the picture cards. The teacher will ask the student to sort the pictures based on a commonality that they share, such as by fruits and vegetables, by animals and non-animals, or by sport equipment.
	2. The student will sort the picture cards into groups. If the student needs assistance, the teacher will be there to assist the student when needed. The teacher will also monitor and record how the student is doing as they sort the picture cards.

Closure: *(1 minute)*

1. The teacher will conclude the lesson by asking the student what was one new object they learned to identify today and the teacher will ask why grouping objects by what they have in common might be helpful?
2. **Materials**
* Everyday objects (an apple, a water bottle, scissors, a ball, etc.)
* Picture cards
* A bag
1. **Adaptations/Plan Modifications**
2. The student will be given longer wait time for responses and extended work time if they need it.
3. If the student is having a hard time identifying the picture cards, the teacher will spend more time on identifying the images rather than focusing on grouping the objects.
4. The teacher will limit the number of choices in cards during the guided practice if the student is having difficulty identifying the images.
5. **Evaluation**
6. Formative Assessment- The teacher will assess how many objects the student is able to identify through questioning and student responses during the guided and independent practices to determine if the student is able to identify and group the objects.
7. Summative Assessment- the student will be assessed on these skills at a later date.
8. **Reflection**
	1. How did the student do attempting to group the picture cards based on a commonality?

Luke did a pretty good job grouping a couple of the picture cards into groups. I had him sort them into a group of foods we eat and a group of animals. I did this towards the end of the lesson when he was starting to lose steam, so I did not get to work on this skill as much as I had hoped. Despite this, Luke was able to sort at least five cards into the different groups. I had to prompt him a lot and ask him if the picture was something he would eat or not, which helped him to think about the picture differently. Grouping is definitely a skill that I would continue to work on with Luke in the future, but for just starting on this skill, I feel he did a great job trying to figure out which group the images went in.

* 1. Did the student have to ask for help during the independent practice from the teacher, or did they attempt to sort the objects on their own?

Luke needed my assistance with grouping the images. I had to prompt him a lot because he had a hard time focusing during this portion of the lesson. I asked him questions such as “Is this picture something you would eat or not?” This helped him to think about the image more carefully. I also asked him to identify what was in the image first. For images he knew already such as an apple, he was able to group because he knew that he ate apples. Luke is still working on his speech, but he was able to point to which group the picture when in when asked, “Does this picture go in the food group or the animal group?” I made sure to point to each group when asking if it went in one group or the other. This visual helped Luke to focus on the images in the group better. I believe that with more practice and better understanding of what each of the picture cards is showing, Luke will one day be able to group these images on his own or with minimal assistance.

* 1. What was the student’s body language during the independent practice? (i.e. were they slouched in their seat in frustration, just sitting at their seat doing nothing because they were stuck, or actively sorting the objects into groups and smiling with accomplishment?)

Luke was at times slouched in his seat because he was losing interest in the sorting activity because he had been working for a long period of time prior to the independent practice. This activity also was stretching Luke in his learning so he got a little silly towards the end because he was tired of working. For the most part, though Luke did a great job of trying to sort the images, as well as tried to answer the questions I asked. It definitely could have gone better, but for being such a beginning skill for Luke, he tried his best.

* 1. Did I break down the skills into small enough steps for the student to grasp the concepts properly?

In the future, I might have divided identifying objects and grouping objects into two different lessons. This is due to the fact that Luke started to lose steam by the time we got to grouping. I also felt that he probably needed more knowledge of what the objects were before he started grouping them. In the future, I might try to bring in more of the objects that were pictured on the picture cards instead of other random objects I found at school. This way Luke could connect his experiences with the concrete objects with the representational forms of the objects through the picture cards. If he is able to build that schema, it will help him with the picture cards and then eventually with the grouping of objects. Despite this, I do feel that I was able to slowly work up to the ultimate skill of grouping with Luke in a logical manner.

* 1. Did I do an effective job of providing scaffolds and adaptations to meet the individual needs of the student?

I probably could have scaffolded this lesson a little bit better if I had known Luke a little better. I did not know that he may have some visual impairments, so I did not know that an elevated clipboard may have benefitted him until Ms. V suggested bringing it out. I also did not realize how distracted Luke gets. I may have had him work in a quieter environment with less distractions in the future if I had known this. Despite this, I do feel that by bringing in the concrete objects before starting on the picture cards, Luke was able to get into the groove of identifying objects, as well as this provided him with a new experience that was fun and engaging.

* 1. How could I have improved this lesson to better teach the student in the future?

To improve this lesson, I would break it down into two separate lessons: one for labeling and the other for grouping. I would do this mostly because Luke’s attention span is shorter because he is so young. Also this would help him to build a firmer language foundation which would help him to better group the objects. I might also try using counting bears as a concrete way of sorting objects with Luke. He could sort them by color or size. He already seemed to have a good grasp on colors so this could be a good scaffold for transitioning him from only sorting colors to sorting objects by other characteristics. Finally, I may have implemented some sort breaks into this lesson for Luke to let off some steam in between developments. This may have allowed him to focus for a longer period of time than he did during this lesson.