



Lesson Plan Template	
Teacher:	Paul Proud
Class:	Kindergarten
Course Unit:	Topic 2 Position and Location
Lesson Title:	2.4 Before and After
LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link.
TSW: Describe an object as before or after a given (fixed) object.	
STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
000.6.4.6 Identify positions (such as beside, inside, outside, above, below, between, on, over, under, near, far, forward, backward, top, middle, bottom, left & right) using models illustrations and stories.	
OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Student-Friendly
Using special words before & after, you can describe where something is. Kid Friendly: You will be able to use before and after to tell where something is located.	
ASSESSMENT/EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative/Summative Performance-Based/Rubric Formal/Informal
Students will be able to line up following instructions using before and after. Students will be able to identify placement of object using connecting cubes on work mat. Students can place a marker before or after a marker given directions.	
MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
Flipchart on Vocabulary from Mrs. Lawrence. Envision Flipchart and website for visuals and practice, workmats, crayons, connecting cubes.	
ACTIVATING STRATEGY	Motivator/Hook An Essential Question encourages students to put forth more effort when faced with a complex, open-ended, challenging, meaningful and authentic questions.
After flipchart of vocabulary, students will line up following instruction to be "before so-in-so" or "after so-in-so." Have some students give the instruction, some act out and others respond with hand signs	

INSTRUCTION	<p>Step-by-Step Procedures-Sequence Discover/Explain – Direct Instruction Modeling Expectations – “I Do” Questioning/Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension</p>
<p>We use special words to describe where things are, their position and/or location. TTW: model using flipchart of workmat about lining up to go to barn. We will complete work mat page 23 together on carpet. Questions: What toy is before the teddy bear? Where is the pig standing now? What toys are after the truck? Students will be whole group on carpet. Students will work with partner at tables. Students will be in twos with exception of table 2 which will work as three to support understanding. Extra care will be taken to ensure students have vocabulary for pictures and understand new math vocabulary. Having viewed video 2.4, I have decided not to show it, as the video has students facing opposite directions, stating one is before another but not clear on how to know where they are going. Cows are odd colored not realistic. Need to make sure ESL students know they are called cows.</p>	
GUIDED & INDEPENDENT PRACTICE	<p>“We Do”-“You Do” Encourage Higher Order Thinking & Problem Solving Relevance Differentiated Strategies for Practice to Provide Intervention & Extension</p>
<p>Guided practice will be done at table with partners checking each other’s work. Using 1-4. Some students will be ready to complete 5-8 on own. Some students will need 5-8 as continued guided practice, and I will assess using placement of crayons at their table. Some students will complete Practice 2.4 with oral instructions for assessment.</p>	
CLOSURE	<p>Reflection/Wrap-Up Summarizing, Reminding, Reflecting, Restating, Connecting</p>
<p>Using the words before and after to tell where people or objects are sitting or standing. Have students use words in a sentence to guide me to a person or object in the room.</p>	
CROSS-CURRICULAR CONNECTIONS	
<p>Reading connection to days of the week, yesterday, today, tomorrow. Relate to our daily schedule: “what do we do before Lunch?”</p>	

NOTES: