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Week 6 Assignment Lesson Plan with 3 SOL's

ED 624 IEP Development and Implementation

02/18/2022

Lesson Plan #1 Elementary School, Kindergarten, Math

SOL:

K.2(a) The student, given no more than three sets, each set containing 10 or fewer concrete objects, will a) compare and describe one set as having more, fewer, or the same number of objects as the other set(s);

Essential Understandings:

Understanding the Standard

- A set is a collection of objects.
- Sets can be compared by matching, lining up the objects, visually estimating the magnitude, recognizing quantities without counting (subitizing), or counting the number of objects in each set.
- Comparing sets is an extension of conservation of number (e.g., 5 is 5 whether it is 5 marbles or 5 basketballs even though 5 basketballs take up more space). When comparing objects, the set can be arranged differently while still containing the same number (e.g., 5 marbles in a cup is the same as 5 marbles on the floor).
- Comparing objects is an extension of cardinality. Cardinality is knowing how many are in a set by recognizing that the last counting word tells the total number in a set.
- Students are generally familiar with the concept of *more*, but may have had little experience with the term *fewer*. It is important to use the terms together to build an understanding of their relationship. For example, when asking which group has more, follow with which group has fewer.

Objectives/Essential Knowledge and Skills

The student will use problem-solving, mathematical communication, mathematical reasoning, connections, and representations to

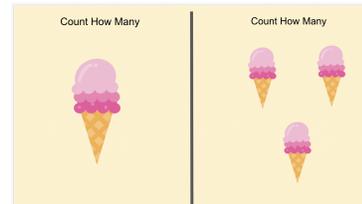
- Compare and describe no more than three sets of 10 or fewer objects, using the terms *more and fewer*. (a)
- Given a set of objects, construct a second set that has more or fewer objects. (a)

Materials

- Computer
- Overhead projector
- Slides for overhead projector (See lesson plan)
- Dry Erase Marker
- Blocks



- Each student gets a paper broken into 2 sections, “More”, and “Fewer” cut-outs.



Procedures or learning activities

Introduction:

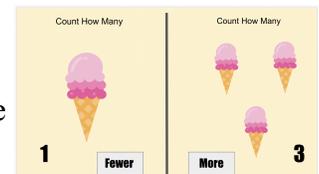
- On the overhead projector, put this slide on the screen.
- **Explain** to the students that today they are going to use their skills of counting up to 10 (prior knowledge). In previous lessons, we have gone over how to count objects. Today, we are going to count and tell which group has more or less.

Direct Instruction:

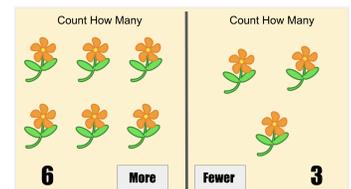
- **Ask** the students to count with you as you count each ice cream cone in each section. **Write** the number you count at the bottom.
- **Ask** the students, if they had to choose one section of ice cream cones, which one would they choose?

- Students will probably choose the section with the most ice cream cones.

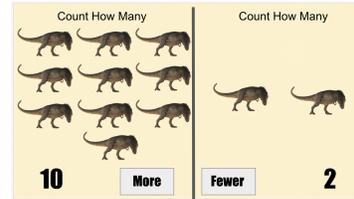
- **Ask** why would they choose that one?
- **Tell** them that the section with three ice cream cones has more ice cream cones than the section with one ice cream cone. Three ice cream cones might make your Belly fill sick because there is more ice cream.
- **Add** the More card to the slide.
- Count the sections again.
- **Ask** which section had less or fewer ice cream cones? How did they know it had fewer ice cream cones? 1 ice cream cone is fewer than 3 ice cream cones. Add the Fewer card to the slide.



- **Repeat** the Direct Instruction for the flower slide asking the

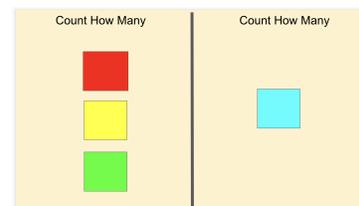


- same questions as above.
- Repeat the questions again with the dinosaur slide.



Modeling/Guided Practice:

- **Hand** each student a paper divided into two sections and “More” and “Fewer” cut-outs.
- **Hand** out 10 different colored blocks to each student.
- **Ask** students to put three blocks in one section and one block on the other side. Do the same on the overhead projector.
 - **Go over** which side has more and which side has fewer. Add the “More” and “Fewer” cut-outs.
 - **Do** multiple examples together.
 - Have the students suggest the numbers.



Evaluation:

Informal Assessment: Students will create a picture using the same divided paper they used for putting the blocks on during modeling. Students will draw up to 10 things (of their choosing). One side should have fewer and one side should have more. They need to write how many items are on each side. They need to glue the “Fewer” and “More” cut-outs in the right place.

Differentiated Instruction:

- The lesson used a variety of instructional strategies: Visuals, direct instruction, modeling, and hands-on activities.
- Number lines should be provided to those students who need them 
- After modeling many times, try to expand the lesson by only putting numbers on the sheet to see if students can figure out which has “More” and which has “Fewer.”
- Those who finish quickly, get their informal assessment correct and want more practice can go to:
 - [Starfall.com: https://www.starfall.com/h/numbers/greater-less-equals/?sn=math0](https://www.starfall.com/h/numbers/greater-less-equals/?sn=math0)

Reflection

- What went well?
- What did not go well?
- Were the students engaged?
- What can you do better next time?
- What lesson should come next? Introducing “Same”

Lesson Plan #2 Middle School, Sixth Grade, Reading

SOL:

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

h) Differentiate between fact and opinion.

Essential Understandings:

- Demonstrate comprehension of nonfiction texts

Objectives/Essential Knowledge and Skills:

- Students will be able to distinguish between facts and opinions while reading nonfiction texts.

Materials:

- Computer
- Over-head projector
- Youtube movie: https://www.youtube.com/watch?v=FIyt5pEcE_g
- KWL Slide
- Slides for overhead projector (See lesson plan)
- Fact and Opinion Worksheet for students
- Dry Erase Marker

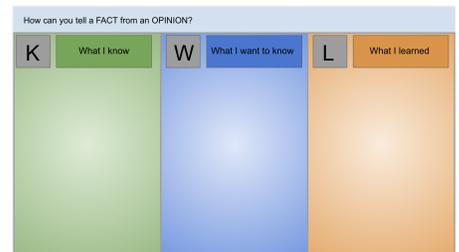
Procedures or learning activities:

1. KWL Chart: **Read** the question, “How can you tell a FACT from an OPINION?”

- **Ask** students to tell you what they know about facts and opinions.
 - List them on the chart.
- **Ask** students what they would like to know about facts and opinions.
 - List them on the chart

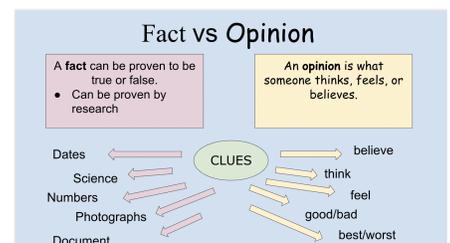
● Possible questions to ask:

- When would you read about a fact?
- When would you read about an opinion?



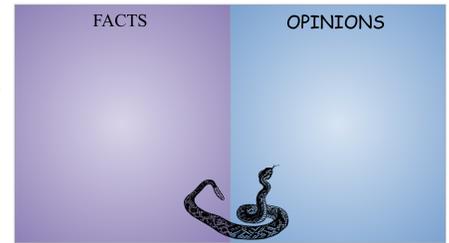
2. **Watch** Youtube Video: https://www.youtube.com/watch?v=FIyt5pEcE_g

3. **Display** the Facts vs Opinions slide. **Discuss** what the students saw in the video and what is said on the slide. **Read** over the clues that will help one decide if the statement is a fact or an opinion.



4. **Display** the Snake Slide. **Ask** students to give you facts and opinions about snakes. As they give suggestions, **ask** them which category they go under. **Write** down what the students say.

- Possible questions to ask:
 - What do you like about snakes?
 - What don't you like about snakes?
 - What do snakes eat?
 - What do snakes need to survive?



Evaluation or assessment:

Informal assessment:

- Students will complete the Fact and Opinion Worksheet
- **Go** over the worksheet with students

KWL Chart:

- **Go** back to the KWL Chart and **fill** in what the students have learned from the lesson.

Differentiated Instruction:

- The lesson used a variety of instructional strategies: visuals, audio and video, graphic organizer, direct instruction, and modeling.
- Print out Fact vs Opinion Slide for those who might need the definition and clues in front of them while doing the worksheet. Display this slide on the overhead projector while students are working on the worksheet.
- Possibly pair students up if they are having difficulty understanding the difference between fact and opinion.
- Games about Fact or Opinion
 - <https://jeopardylabs.com/play/fact-and-opinion4>

Name: _____

Fact and Opinion
Directions: Read each statement and then circle whether it is a fact or opinion. Explain your answer.

1. The fastest land dwelling creature is the cheetah.
 Fact or Opinion Explain: _____
2. Michael Jordan has a career average of 30.4 points per game.
 Fact or Opinion Explain: _____
3. George Washington was the first President of the United States under the Constitution.
 Fact or Opinion Explain: _____
4. The ugliest sea creature is the manatee.
 Fact or Opinion Explain: _____
5. Michael Jordan is the greatest basketball player of all time.
 Fact or Opinion Explain: _____
6. There seems to be too much testing in public schools.
 Fact or Opinion Explain: _____
7. Prison is one of the worst places on the planet.
 Fact or Opinion Explain: _____
8. It is wrong for people under the age of 21 to drink alcohol.
 Fact or Opinion Explain: _____
9. *Star Wars* was written by Theodore Dreiser.
 Fact or Opinion Explain: _____
10. *Lord of the Rings: Return of the King* won eleven Oscars (Academy Awards).
 Fact or Opinion Explain: _____
11. Oranges contain both calcium and vitamin C.
 Fact or Opinion Explain: _____
12. Richard Pryor is the funniest comedian of all time.
 Fact or Opinion Explain: _____

Reflection:

- What went well?
- What did not go well?
- Were the students engaged?
- What can you do better next time?
- What lesson should come next?

Lesson Plan #3 High School, Ninth Grade, Writing

SOL:

9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

- a) Generate, gather, and organize ideas for writing.

Essential Understandings:

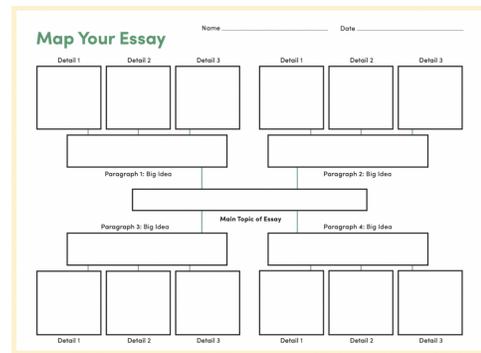
All students should understand that writing is a process.

Objectives/Essential Knowledge and Skills:

To be successful with this standard, students will use prewriting strategies to organize writing. They will plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose.

Materials:

- Computer
- Over-head projector
- Slides for overhead projector (See lesson plan)
- Map Your Essay Worksheet
- Dry erase marker
- Graphic Organizer Worksheets
 - Brainstorming
 - 5 W's Chart
 - Cluster Mapping
 - Flow Chart



Procedures or learning activities:

1.
 - **Start** the lesson with “Will I Write in High School?”
 - **Talk** about the different items that Students will write while in high School.
 - **Ask** if they can think of any other kind of writing they might do?
2.
 - **Put** up the “Writing is a Process” Slide and

Will I Write in High School?

Some Examples:

- Narrative Essays
 - Writing about an event that you experienced
- Persuasive Essays
 - Persuade your audience to your point of view
- Book Reports
- Research Projects



Writing is a process!

- Step 1: Pre-Writing
- Step 2: Research (if needed)
- Step 3: Draft
- Step 4: Revise
- Step 5: Editing and Proofreading



go through the different steps of writing. **Explain** that today you are going to talk about Step 1 and different ways Pre-writing can be done.

3. Pre-Writing

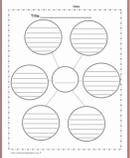
- **Put** up the “What is Pre-Writing” slide. **Read** about pre-writing and go through the examples of graphic organizers the students could use.
 - Brainstorming
 - 5 W’s Chart
 - Cluster Mapping
 - Flow Charting

What is Pre-writing?

Pre-writing is getting your ideas out of your head and down on paper. Using pre-writing strategies can help you elaborate and develop your ideas. You can use Graphic Organizers to help.



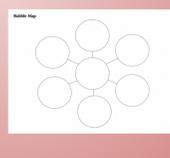
Brainstorming



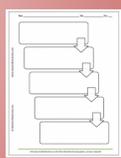
5 W's Chart



Cluster Mapping



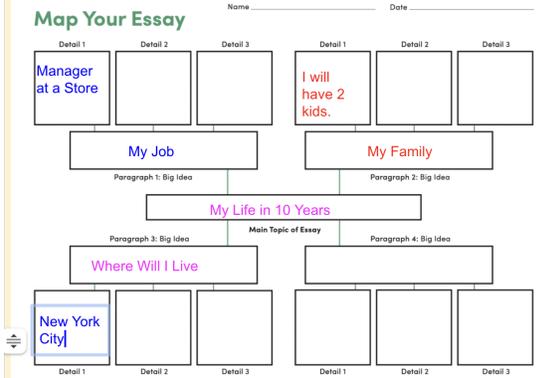
Flow Chart



4. Together

- **Put** up the “Map Your Essay” graphic Organizer.
- **Together**, go through the different paragraphs and put in supporting details. **Talk** about how you would use this information to then write your paragraphs.

Map Your Essay Name _____ Date _____



Evaluation or assessment:

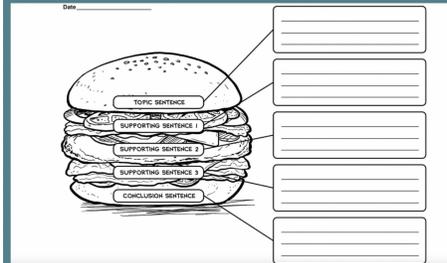
Informal assessment:

- Students will choose one of the provided graphic organizers to do a pre-writing activity on anything they might want to write about.

Differentiated Instruction:

- The lesson used a variety of instructional strategies: visuals, graphic organizer, direct instruction, and modeling.
- Provide Graphic Organizer for paragraph building.
- Free Downloadable Graphic Organizer Templates
 - <https://www.hmhco.com/blog/free-graphic-organizer-templates>
- Essay Map Interactive Tool
 - <http://interactives.readwritethink.org/essay-map>

Date _____



Reflection:

- What went well?
- What did not go well?
- Were the students engaged?
- What can you do better next time?
- What lesson should come next? How to Research.