

**Lesson Plan**  
**English Language Arts**

<p><b>Central focus for the learning segment:</b> Can I Identify key vocabulary from a text using visuals supports?</p>	<p><b>Content area: English Language Arts</b> <b>Grade level: Kindergarten</b> <b>Curricular Resource:</b> <i>Teach Town/ Encore English Language Arts curriculum</i></p>
<p><b>Content Objective</b></p>	<p><b>Language Objective</b></p>
<p>Students will be able to identify body parts, which are key vocabulary from the book we have been reading in class with visual supports.</p> <p>Students will be able to look at a picture and identify body parts. Students will be able to read the name of a specific body part when presented with a flashcard.</p>	<p>Students will be able to identify body parts, which are key vocabulary words from the book we have been reading in class. Students will be able to learn the key vocabulary by engaging in Total Physical Response teaching approach.</p>
<p><b>How are they applying the learning objectives?</b> Students will have the opportunity to identify body parts on themselves, pictures or by reading a flashcard.</p>	
<p><b>English Language Arts Essential Elements</b></p>	<p><b>English Language Proficiency Standards</b></p>
<p><b>EE.RI.K.10</b> With guidance and support, actively engage in shared reading of informational text.</p> <p><b>EE.RF.K.3</b> Demonstrate emerging awareness of print.</p> <p><b>EE.RL.K.10</b> With guidance and support, actively engage in shared reading.</p> <p><b>EE.RL.K.1</b> With guidance and support, identify details in familiar stories a list of sources.</p>	<p><b>ELP.K.1.</b> construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p><b>Lv1-</b> with prompting and support (including context and visual aids), use a very limited set of strategies to: identify a few key words from read-alouds and oral presentations of information or stories.</p> <p><b>Lv2-</b> with prompting and support (including context and visual aids), use an emerging set of strategies to identify some key words and phrases from read-alouds and oral presentation.</p>
<p><b>Materials and Resources to Engage Students in Learning</b></p>	<p><b>Planned Targeted and Universal Supports</b></p>
<p>Parts of the body Powerpoint</p> <p>Parts of the Body Adapted Book- level 2</p> <p>Parts of the body- matching/vocabulary body parts</p> <p>Parts of the body- receptive identification</p> <p>Parts of the body comprehension worksheets levels 1-3</p>	<p>Independent practice on teachtown</p> <p>Interactive lessons assigned to each student</p> <p>Practice is differentiated by student's individual academic level.</p> <p>Supplemental Visual and flashcards are provided for students to utilize at their discretion.</p> <p>1:1 instruction and data collection with each student</p>

**Instructional Strategies and Learning Tasks that Support Diverse Student Needs**

**Identifying key vocabulary from a text**

### **Introduction:**

Before we start let's read our objective for this lesson: Can I identify key vocabulary from a text? What does this mean? It is asking us if we can identify and read words that we have encountered in our story called Body Parts.

Today we are going to review vocabulary that we encountered in our adapted book, called **Body Parts**. Does anyone remember one of the body parts that we learned that is a vocabulary word? Excellent, hands, were one of the body parts that we learned and one of the vocabulary words we learned.

### **Teach:**

I will review each of the vocabulary words with the students. While reviewing the words, I will utilize the total physical response approach. I will model an action with a body part first and then I will ask the students to copy my action that I am doing with that body part. Simple actions like touching each body part. First, I will do it in the order that the pictures are in the power point. Then I will give the same directions, but I will give directions to the students, I will not do the actions with them. Next, I will change the order in which I give the directions, to assess comprehension.

### **Guided Practice:**

**I will display a body parts receptive identification activity on the smart board.** I will first model how to do the activity on the smart board and then I will ask students to come up one by one to identify or find a specific body part from an array of 3 pictures.

**Independent Work:** Students will work on a comprehension Worksheet that reinforces the key vocabulary from the text. Each worksheet is differentiated to meet each of my student's academic level.

### **Differentiation:**

#### **Level 1:**

**Now, let's answer some questions.**

Put the Magnetic Display Tray on the Magnetic Whiteboard. Use the questions and response options from the Comprehension 1 Worksheet. Place the question and response options in the display tray.

If students need support to answer questions correctly, reduce distractors to one. If students need more support, display only the correct answer for students to select.

#### **Level 2:**

**Now, let's answer some questions.**

Put the Magnetic Display Tray on the Magnetic Whiteboard. Use the questions and response options from the Comprehension 2 Worksheet. Place the question and response options in the display tray.

Allow the students to use the adapted book for support, as needed. For students needing prompting, show two different pages of the story and ask, **could we find the answer on this page or this page?**

**Level 3:**

**Now, let's answer some questions.**

Put the Magnetic Display Tray on the Magnetic Whiteboard. Use the questions and response options from the Comprehension 3 Worksheet. Place the question and response options in the display tray.

Encourage students to go back into the book and show you where they could find the answer.

**Wrap up:** Ask the students what some of the key words were that they learned today. Give them time to respond and review the learning objective.

### **Types of Assessments**

#### **Informal assessment:**

Frequent checks for understanding during the lesson, by asking questions such as show me your mouth, show me your head for students that can point to their body parts. For students that need a visual, I will present a picture two pictures and ask them to point to a specific body part. For other students who are beginning to read, I will present a flashcard and ask them to read the word.

#### **Formal Assessment: Post test**

I will conduct an assessment during 1:1 instruction. The student will select from an array of three the answer to the question. The level and difficulty of questions varied according to the student's academic level. I have three types of assessments and they are each tailored to meet each student. The assessments are labeled level 1-3 in the powerpoint for this lesson.