Lesson Plan: **School Objects**

**RED: Blooms Verbs**

**BLUE: UDL modifications**

Lesson Activities:

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| Teacher Activities | Student Activities | Time |
| Introduction (anticipatory set – “HOOK”):  Table Talk:  I will start up a small discussion about things they see around the school.  I then will begin my first ice breaker activity with “what’s in the bag”.  Students will feel the bag and let me know what they predict to be in the bag.  After some time, I will reveal what’s in the bag (a ruler). I will ask students how they felt about the activity and how they felt. | Pre teach school supply vocabulary before starting the table talk activity.  Here they are naming things they know or see around the school  Here students are feeling the bag to see what’s inside.  Students are making predictions.  I would also model the connections being made to what they feel in the bag.  Do a think-pair-share to their partner first before discussing what they think is in the bag as a class.  Students are engaging in the conversation. Using words or hand motions. | 5 mins  5 mins |
| Body:  From here I will begin to take out my school supply cards with the words. I will go over each word and picture with them a couple of times.  Then I will begin my matching game, students are working as a group to match the pictures with the words.  I will give them about 10 mins to work on this, once I see them done, I will go over it by letting them know which ones they got correctly, and which ones didn’t match up. I let students fix their cards if they see any mistakes on their own. If not, I will go over which ones weren’t correct. | Students are repeating after me each word I say. Ex: “eraser” and they repeat that once I’m done.  Students are working together in matching the pictures to the words.  Here students are ether fixing their mistakes or listening and watching the teacher. | 10 mins |
| Closure:  Exit Ticket:  I will have students complete a matching worksheet. Here they are writing the school supply names beside the pictures.  5 mins before class ends, I will go over the words one more time and go over the worksheet (if done). | I would do an example on the board first on how to complete this worksheet.  I would provide the list of supplies on the board- easier for spelling.  Here students are working on the worksheet independently.  Students are actively listening to the teacher. | 10 mins |