

Name of Teacher Candidate: Ashley Hampton	Date of Implementation: April 15
Grade Level: Pre-K	
Lesson Title: Intro to Eggs	
Curriculum Areas Addressed: Science, Reading	
Time Required: 30min	Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous?</i> NAEYC 4a Whole Group
<p>Standards: <i>List the GPS/CCGPS that are the target of student learning and are key to this lesson. Include the number and the text of each of the GPS/CCGPS that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i></p> <p>NAEYC 5c</p> <p>CLL2.4b: Connects new vocabulary from activities, stories and books with prior experiences and conversations</p> <p>CLL5.4d: Makes real-world connections between stories and real-life experiences.</p> <p>CD-SC3.4a: Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles.</p>	
As a result of this lesson students will...	
<p>Essential Question: <i>(Essential questions should be used to guide instruction.)</i> NAEYC 5c</p> <p>What is an egg, and what animals lay eggs?</p>	
<p>Learning Objectives: <i>(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)</i> NAEYC 5c</p> <p>Students can explain what an egg is.</p> <p>Students can differentiate between animals who lay eggs and animal who do not.</p>	
Support for Academic Language	
<p>Vocabulary: <i>(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)</i> NAEYC 5b</p> <ul style="list-style-type: none"> - Egg: An egg is a special shell that holds a baby animal inside. Some animals like birds, turtles, and snakes, grow inside eggs until they are ready to hatch. - Oviparous animal: Animals that lay eggs. - Viviparous animal: Animal that does not lay eggs. 	

Language Demands: (Language demands is defined as the specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. Identify the following way/ways that students will participate in learning tasks to demonstrate disciplinary understanding: reading, writing, listening, or oral language.) **NAEYC 5b**

Listening- students will hear the terms through the introduction, through the book reading, and through conversation with their peers in the post-reading discussion

Reading- The students will see these terms in the book that the teacher reads

Oral Language- The students will use these terms in the post-reading discussion

Syntax: (Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.) **NAEYC 5b**

- Hand-motions/Acting out: During the post reading discussion, the students will act out the animal cards and the other students will put thumbs up or down if that animal lays eggs. This will help students organize this information.

Assessment (Each learning objective must be assessed. How will students demonstrate their understanding of the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?)

Assessment Strategy: (Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.) **NAEYC 3b** Teacher will then call on students and tell them an animal to act out. If the animal lays eggs, the other students will hold up a thumbs up. If they don't, they will put a thumbs down. Teacher will use this to assess students takeaway.

- After the discussion, the teacher will call on individual students and show them an animal card to act out. The students will act as the animal. If the animal lays eggs, the other students will hold up a thumbs up. If they don't, they will put a thumbs down. The teacher will take note of which students hold up the correct sign.
- After the lesson, the teacher will pull individual students and ask them to explain what an egg is. The teacher will record the level of success the student has in explaining what an egg is.

Evaluation Criteria: (Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.) **NAEYC 3b**

Levels of Success:

- ✓+ The student is able to explain what an egg is without prompting or support.
- ✓ The student is able to explain what an egg is with prompting and/or minimal support.
- ✓- The students are not able to explain what an egg is even with prompting and/or support.

- ✓+ The student is able to decipher the animals who lay eggs without prompting or support.
- ✓ The student is able to decipher the animals who lay eggs with prompting and/or minimal support.
- ✓- The students are not able to decipher the animals who lay eggs with prompting and/or support.

- ✓+ The student is able to decipher the animals who do not lay eggs without prompting or support.
- ✓ The student is able to decipher the animals who do not lay eggs with prompting and/or minimal support.
- ✓- The students are not able to decipher the animals who do not lay eggs with prompting and/or support.

Steps in the Lesson (Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.)

Attention Getter or Hook: (State how the attention of the students will be piqued at the start of the lesson.) **NAEYC 4c**
The students will be sitting on the carpet. The teacher will hold up a picture of the Easter bunny holding an egg. The teacher will ask "Do you know what holiday is coming up? Easter! One fun part of Easter is the Easter egg hunts. Today we are not going to be talking about Easter egg hunts, we are just going to be focusing on eggs." The teacher will point to the egg on the picture.

Introduction: (State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.) **NAEYC 5c**

Soon I will be reading a book about animals that lay eggs, but first, can anyone tell me what an egg is? Does anyone have an idea of what type of animals lay eggs?

Instructional Strategies: (Use a bulleted or numbered format to communicate the procedures for the lesson – what the teacher will do as well as what the student will do. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.) **NAEYC 4c and NAEYC 5c**

- Teacher will tell students the definition of an egg (definition noted in vocabulary above)
- "We are going to read a book about animals that lay eggs"
- Teacher will read the book Chickens Aren't the Only Ones by Ruth Keller
 - During reading, teacher will ask students to recall what an egg is and relate it to the book (pg.5)
 - After reading pg.6, teacher will say, "Now all the following animals the book lists are called oviparous animals. Oviparous animals are animals that lay eggs."
 - After reading pg.34, teacher will say, "The animals who do not lay eggs are called viviparous."
 - After reading pg.37, the teacher will point out the word oviparous on the page and say, "Here is that word again. Oviparous means the animals lay eggs."
- After book discussion: Teacher will say "Now, after reading that book, I want you to think of some of the animals that lay eggs, then raise your hand and share with the class."
- Teacher will then call on students and show them an animal card to act out. If the animal lays eggs, the other students will hold up a thumbs up. If they don't, they will put a thumbs down. Teacher will use this to assess their understanding of which animals lay eggs and which animal do not lay eggs.
- (After the lesson, the teacher will pull individual students and ask them to explain what an egg is. The teacher will record the level of success the student has in explaining what an egg is.)

Closure/Wrap up: (Describe how the **CONTENT** of the lesson will be summarized.)

The purpose of today's lesson was to learn that an egg is a special shell that holds a baby animal inside. Some animals lay eggs, like birds and reptiles, and they are called oviparous. Some animals do not lay eggs, like dogs and cats, and they are called viviparous. Next time you see an egg think about what type of animal may have laid that egg!

Instructional Supports

Resources and Materials Used to Engage Students in Learning (Provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.) **NAEYC 5c**

- Easter bunny holding egg image: <https://docs.google.com/document/d/1X-qpz3vTFJJyw9xKnGEfQT9qZzp910fDEc8wJ-QLwQk/edit?usp=sharing>
- Chickens Aren't the Only Ones by Ruth Keller
- Animal Cards made by me: https://docs.google.com/document/d/1wbHBMKGw3YpUfCpkLEXHtjVqeU0uDj8RbPo59-z_0g/edit?usp=sharing

Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content: (List any websites and sources of materials and background information that you will need or use as the teacher to engage the students.) **NAEYC 5a**

- For definition of egg: <https://kids.wordsmyth.net/we/?level=2&rid=13129>
- For definition of oviparous and viviparous: <https://www.merriam-webster.com/>

Other Relevant Information**Clear Links to Learning Theories, Educational Research, and Principles of Development: NAEYC 4b****- Cognitive Constructivism (Piaget)**

- Students actively build their understanding of eggs by connecting new information (which animals lay eggs and which do not) to their existing knowledge (that chickens lay eggs), facilitating assimilation and accommodation.

- Multiple Intelligences- Bodily/Kinesthetic learners (Gardener)

- Some children learn best through movement and hands-on activities. They will benefit from the the bodily-kinesthetic intelligence related acting out the animals in the lesson, as it will help them remember and process the information.

Connections to Technology and/or the Arts: NAEYC 4b

- Drama/Play/Movement: Through the activity at the end of the lesson where the students are acting out animals, drama, play and movement are used.

Description of Collaboration with Others: (These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.) **NAEYC 5a**

N/A

Pictures from implementation:



Above: Reading the book *Chickens Aren't the Only Ones*



Above: Post-reading animal card activity



Above: Pulling individual students to test for success

Name of Teacher Candidate: Ashley Hampton	Date of Implementation: April 15/17/18 (daily small group rotation)
Grade Level: Pre-K	
Lesson Title: What Happens with that Egg?	
Curriculum Areas Addressed: Science	
Time Required: 15-20min	Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous? NAEYC 4a</i> Rotating small group (4-5 students per group)
Standards: <i>List the GPS/CCGPS that are the target of student learning and are key to this lesson. Include the number and the text of each of the GPS/CCGPS that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i> NAEYC 5c CD-SC3.4a: Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles.	
CLL2.4b: Connects new vocabulary from activities, stories and books with prior experiences and conversations	
As a result of this lesson students will...	
Essential Question: <i>(Essential questions should be used to guide instruction.)</i> NAEYC 5c What is the lifecycle of a chicken?	
Learning Objectives: <i>(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)</i> NAEYC 5c Students can explain the lifecycle of a chicken from egg to adult chicken.	
Support for Academic Language	
Vocabulary: <i>(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)</i> NAEYC 5b <ul style="list-style-type: none"> - Egg: An egg is a special shell that holds a baby animal inside. Some animals like birds, turtles, and snakes, grow inside eggs until they are ready to hatch. - Hatchling: A young animal that has just come out of its egg. - Chick: A baby bird, in this case a baby chicken. They are small and fluffy. - Adult Chicken: A fully grown chicken. They are no longer fluffy and small, but are big and have feathers. 	

Language Demands: (Language demands is defined as the specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. Identify the following way/ways that students will participate in learning tasks to demonstrate disciplinary understanding: reading, writing, listening, or oral language.) **NAEYC 5b**

Listening- Students will hear these terms when making the wheel. Students will hear these terms in the song.

Reading- Students will see these terms on the wheel.

Oral Language- Students will use these terms when explaining the lifecycle wheel. Students will sing these terms in the song.

Syntax: (Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.) **NAEYC 5b**

Wheel Chart: Information will be organized in the lifecycle wheels the students are creating.

Assessment (Each learning objective must be assessed. How will students demonstrate their understanding of the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?)

Assessment Strategy: (Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.) **NAEYC 3b**

- Teacher will check each student's lifecycle wheel for accuracy.
- Each student will explain the lifecycle of a chicken to the teacher, teacher will check for accuracy.

Evaluation Criteria: (Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.) **NAEYC 3b**

Levels of Success:

✓+ The student is able to correctly place the pictures on the lifecycle wheel without prompting or support.

✓ The student is able to correctly place the pictures on the lifecycle wheel with prompting and/or minimal support.

✓- The student is not able to correctly place the pictures on the lifecycle wheel with prompting and/or support.

✓+ The student is able to explain the lifecycle of a chicken without prompting or support.

✓ The student is able to explain the lifecycle of a chicken with prompting and/or minimal support.

✓- The student is not able to explain the lifecycle of a chicken with prompting and/or support.

Steps in the Lesson (Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.)

Attention Getter or Hook: (State how the attention of the students will be piqued at the start of the lesson.) **NAEYC 4c**

“From what we have been covering this week can you guess what craft we are making today?

It has to do with chickens and eggs!” (Teacher holds up already made lifecycle wheel)

Introduction: (State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.) **NAEYC 5c**

“We are going to make a rotating wheel for lifecycle of a chicken! Looking at the pictures, and thinking about what you may have seen in real life, does anyone want to try and tell us what the stages of growth are for a chicken?”

Instructional Strategies: (Use a bulleted or numbered format to communicate the procedures for the lesson – what the teacher will do as well as what the student will do. Describe the strategies which will be used to support students’ learning. Knowledge of students’ cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.) **NAEYC 4c and NAEYC 5c**

- After intro, teacher will explain the different stages of growth for a chicken using the vocabulary terms (definitions above) and pre-made wheel.
 - “First, an adult chicken lays an egg. We learned what an egg is earlier this week, but as a reminder, an egg is a special shell that holds a baby animal inside. Some animals like birds, turtles, and snakes, grow inside eggs until they are ready to hatch.”
 - “Next, the egg hatches and a chicken hatchling comes out. A hatchling is a young animal that has just come out of its egg.”
 - “After that, the hatchling grows into a chick, which is a young chicken. They are small and fluffy.”
 - “Finally, the chick grows into an adult chicken. They are no longer fluffy and small, but are big and have feathers. Then the adult chicken will lay an egg, and the whole process starts again!”
- The teacher will then instruct students to color the pictures on the handout, cut the pictures out, and glue them to the corresponding spot on the wheel.
- After students have done this, the teacher will attach the top cover to the wheel, and show the students how it works to reveal one step at a time.
- The teacher will then teach the chicken lifecycle song, and sing it with the students.
- Next the teacher will have each student to explain the wheel to the table (this will serve as an assessment and will help reinforce the terms to the other students).

Closure/Wrap up: (Describe how the **CONTENT** of the lesson will be summarized.)

- “The purpose of today’s lesson was to learn the lifecycle of a chicken. Let’s sing the song one more time and spin the wheel with the song to review everything we have learned.”
 - The lesson will be closed by the teacher and students singing the chicken lifecycle song and revealing their wheel at the same time.

Instructional Supports

Resources and Materials Used to Engage Students in Learning (Provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.) **NAEYC 5c**

- Chicken lifecycle wheel: <https://curriculumcastle.com/chicken-life-cycle-craft-free-interactive-wheel/>
- Chicken Lifecycle Song: <https://docs.google.com/document/d/1DCLK7kgfBYjB1O1kYIsOaDZ50V-huMktatpEmOefG78/edit?usp=sharing>

Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content:
(List any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)

NAEYC 5a

- Vocabulary definitions (simplified for pre-k): <https://www.merriam-webster.com/>

Other Relevant Information

Clear Links to Learning Theories, Educational Research, and Principles of Development: NAEYC 4b

Experiential Learning Theory (Kolb)

- Students are engaged in a hands-on activity, which encourages reflection on the egg life cycle, helps them conceptualize the stages, and allows them to apply their new knowledge through singing.

Cognitive Development Theory (Piaget)

- Most Pre-K children are in the pre-operational stage, where they learn best through play, images, and concrete experiences. The wheel and song offer developmentally appropriate ways to understand sequencing and classification.

Connections to Technology and/or the Arts: NAEYC 4b

Art: Through creating the chicken lifecycle wheel children, art is integrated in the lesson.

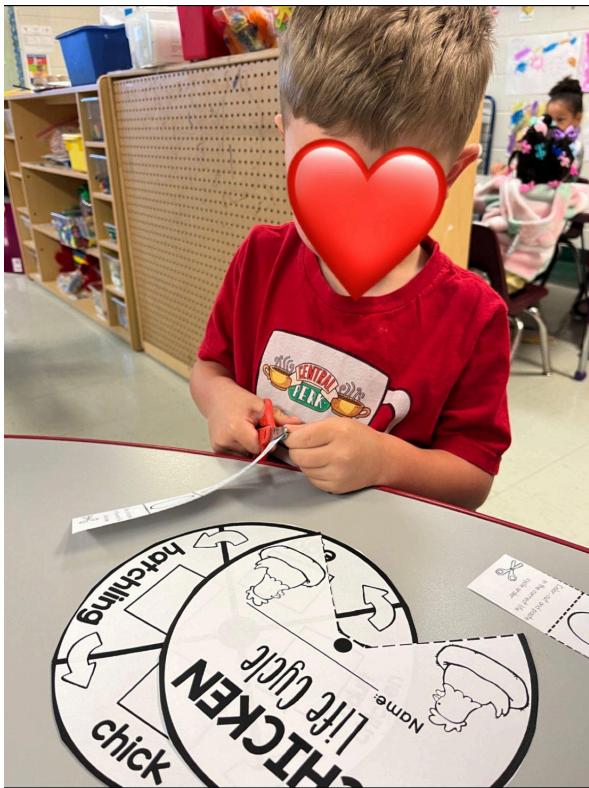
Music: Though the chicken lifecycle song, music is integrated in the lesson.

Graphic Organizer: The chicken lifecycle wheel is a graphic organizer of the lifecycle of a chicken. It includes pictures and labels.

Description of Collaboration with Others: (These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.) **NAEYC 5a**

N/A

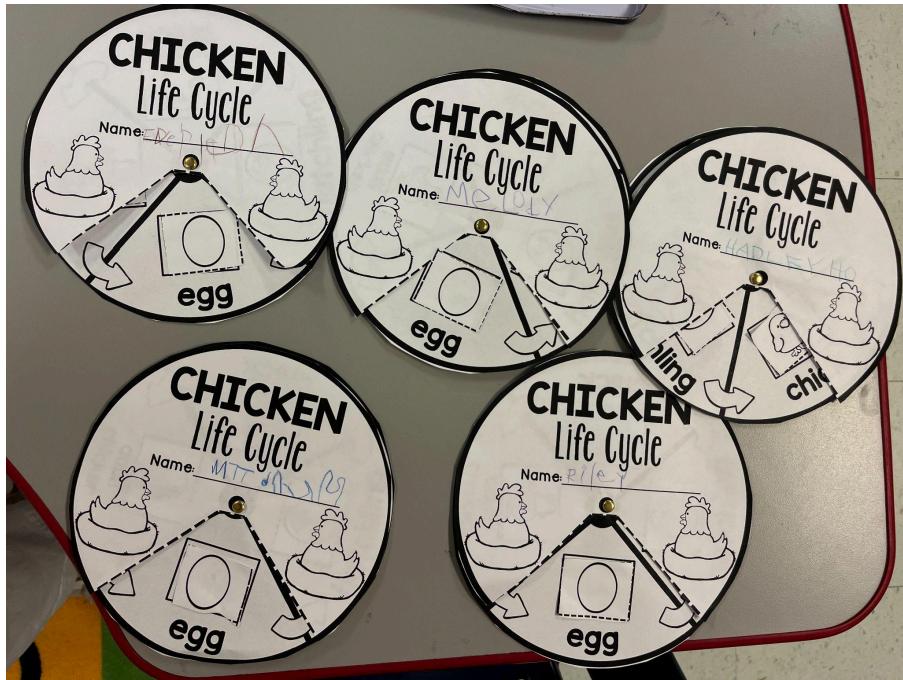
Pictures from implementation:



Above: Students cutting out pieces for the wheel



Above: Student showing her completed wheel



Above: Completed student wheels

Name of Teacher Candidate: Ashley Hampton	Date of Implementation: April 15,17,18 (daily small group rotation)
Grade Level: Pre-K	
Lesson Title: Easter Egg Hunt	
Curriculum Areas Addressed: Math	
Time Required: 15-20min	Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous?</i> NAEYC 4a Rotating small group
Standards: <i>List the GPS/CCGPS that are the target of student learning and are key to this lesson. Include the number and the text of each of the GPS/CCGPS that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i> NAEYC 5c	
CD-MA4.4b: Sorts and classifies objects using one or more attributes or relationships.	
CD-MA2.4b: Counts at least 10 objects using one-to-one correspondence.	
As a result of this lesson students will...	
Essential Question: <i>(Essential questions should be used to guide instruction.)</i> NAEYC 5c How can we sort and count objects?	
Learning Objectives: <i>(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)</i> NAEYC 5c Students will be able to sort each egg by design. Students will be able to count the number of each type of egg and write that number.	
Support for Academic Language	
Vocabulary: <i>(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)</i> NAEYC 5b <ul style="list-style-type: none"> - Sort: to arrange by type <ul style="list-style-type: none"> - Students have already been doing sorts so this term is not new vocabulary 	
Language Demands: <i>(Language demands is defined as the specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. Identify the following way/ways that students will participate in learning tasks to demonstrate disciplinary understanding: reading, writing, listening, or oral language.)</i> NAEYC 5b Listening- Students will listen to instructions on how to sort and count the eggs. Writing- Students will demonstrate their knowledge by counting and writing the number of each type of egg on the worksheet.	

Syntax: (Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.) **NAEYC 5b**

- Information will be organized on the Easter basket worksheet which is separated by egg type.

Assessment (Each learning objective must be assessed. How will students demonstrate their understanding of the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?)

Assessment Strategy: (Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.) **NAEYC 3b**

Teacher will assess the individual students ability to complete the worksheet.

- Teacher will assess the ability of the student to sort the eggs by design.
- Teacher will assess the ability of the student to count and write the number for the amount of each egg type.

Evaluation Criteria: (Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.) **NAEYC 3b**

Levels of Success:

✓+ The student is able to sort the eggs by design without prompting or support.

✓ The student is able to sort the eggs by design with prompting and/or minimal support.

✓- The student is not able to sort the eggs by design with prompting and/or support.

✓+ The student is able to count and write the number for the amount of each egg type without prompting or support.

✓ The student is able to count and write the number for the amount of each egg type with prompting and/or minimal support.

✓- The student is not able to count and write the number for the amount of each egg type with prompting and/or support.

Steps in the Lesson (Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.)

Attention Getter or Hook: (State how the attention of the students will be piqued at the start of the lesson.) **NAEYC 4c**

“As you know it is about to be Easter. One very fun part of Easter is the Easter egg hunts! Has anyone ever done an Easter egg hunt before?”

Introduction: (State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.) **NAEYC 5c**

“We are about to do an Easter egg hunt right now! We will sort and count the different types of eggs you find on the hunt!”

Instructional Strategies: (Use a bulleted or numbered format to communicate the procedures for the lesson – what the teacher will do as well as what the student will do. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.) **NAEYC 4c and NAEYC 5c**

- Students are at the front of the classroom at the carpet. There are the different Easter egg pictures scattered around.
- The teacher will give the students the Easter basket worksheet.
- The teacher says, "As you can see, there are three types of Easter eggs scattered on the floor. When I say so, you will go and collect some of each type of egg. Then you will sort the eggs on your paper by type (teacher points to the three different types). After you do that, you will count how many you have of each type of egg, and write that number in the box above (teacher points to the boxes above the eggs on the worksheet). Let the Easter egg hunt begin!"
- Students will gather the eggs, sort them (and glue them on the worksheet), count them, and write the amount of each type of egg they have.
- The teacher will collect the worksheets once the students are finished.

Closure/Wrap up: (Describe how the **CONTENT** of the lesson will be summarized.)

"The purpose of this small group was to practice sorting, counting, and writing our numbers. If you do an Easter egg hunt this weekend, maybe you can sort and count the eggs you find then!"

Instructional Supports

Resources and Materials Used to Engage Students in Learning (Provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.) **NAEYC 5c**

- Easter basket worksheet made by me: https://www.canva.com/design/DAGj4tN83f4/B2RgHN6HCNBfAHUXbH_LiQ/edit?utm_content=DAGj4tN83f4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- All images on worksheet are credited to: <https://www.canva.com/>

Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content:

(List any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)

NAEYC 5a

N/A

Other Relevant Information

Clear Links to Learning Theories, Educational Research, and Principles of Development: **NAEYC 4b**

Discovery Learning (Bruner)

- This lesson relates to the discovery learning theory as the students actively engaging with materials to construct their own understanding. Students explore firsthand through physically searching for eggs, identifying the different types, and organizing them on their own worksheets. Through this process, they make meaningful connections between real-world objects and math skills like categorization, quantity, and number writing.

Connections to Technology and/or the Arts: NAEYC 4b

Games: This lesson uses the game of an Easter egg hunt to teach sorting, counting, and writing numbers in a fun, engaging way.

Description of Collaboration with Others: (These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.) **NAEYC 5a**

N/A

Name of Teacher Candidate: Ashley Hampton	Date of Implementation: April 15,17,18 (daily small group rotation)
Grade Level: Pre-K	
Lesson Title: The Great Egg Makeover	
Curriculum Areas Addressed: Writing, Art	
Time Required: 15-20min	Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous?</i> NAEYC 4a Rotating small group
<p>Standards: <i>List the GPS/CCGPS that are the target of student learning and are key to this lesson. Include the number and the text of each of the GPS/CCGPS that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i></p> <p>NAEYC 5c</p> <p>PDM6.4a: Performs fine-motor tasks that require small-muscle strength and control.</p> <p>CD-CR2.4a: Uses materials to create original work for self-expression and to express individual creativity.</p> <p>CLL9.4a: Draws pictures and copies letters and/or numbers to communicate.</p>	
As a result of this lesson students will...	
<p>Essential Question: <i>(Essential questions should be used to guide instruction.)</i> NAEYC 5c</p> <p>How can we express ourselves through creativity and writing?</p>	
<p>Learning Objectives: <i>(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)</i> NAEYC 5c</p> <p>Students will be able to use their fine motor skills and creativity to decorate their egg.</p> <p>Students will be able to write “egg” on the worksheet.</p>	
Support for Academic Language	
<p>Vocabulary: <i>(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)</i> NAEYC 5b</p> <ul style="list-style-type: none"> - Creativity: the ability to make or invent something original or imaginative - Colorful: having many colors - Patterns: a design that has shapes, lines, letters, numbers, or colors that repeat 	

Language Demands: (Language demands is defined as the specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. Identify the following way/ways that students will participate in learning tasks to demonstrate disciplinary understanding: reading, writing, listening, or oral language.) **NAEYC 5b**

Listening: Students will listen to these terms when instructions are given by the teacher.

Writing: Students will apply what they heard through writing and decorating the egg

Syntax: (Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.) **NAEYC 5b**

Students will be given an egg worksheet where they can apply the concepts of creativity taught in the lesson.

Assessment (Each learning objective must be assessed. How will students demonstrate their understanding of the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?)

Assessment Strategy: (Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.) **NAEYC 3b**

- The teacher will asses each individual student's worksheet

- The teacher will assess whether the student decorated their egg with effort.
- The teacher will assess the student's writing of the word egg.

Evaluation Criteria: (Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.) **NAEYC 3b**

Levels of Success:

✓+ The student is able to decorate the egg without prompting or support.

✓ The student is able to decorate the egg with prompting and/or minimal support.

✓- The student is not able to decorate the egg with prompting and/or support.

✓+ The student is able to write the word egg without prompting or support.

✓ The student is able to write the word egg with prompting and/or minimal support.

✓- The student is not able to write the word egg with prompting and/or support.

Steps in the Lesson (Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.)

Attention Getter or Hook: (State how the attention of the students will be piqued at the start of the lesson.) **NAEYC 4c**

"As you know we have been talking about eggs this week. Have any of you ever decorated an Easter egg before?"

Introduction: (State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.) **NAEYC 5c**

"In this activity, we will be decorating Easter eggs! You will get to decorate it however you like, and then you will write the word egg on the page."

Instructional Strategies: (Use a bulleted or numbered format to communicate the procedures for the lesson – what the teacher will do as well as what the student will do. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.) **NAEYC 4c and NAEYC 5c**

- The teacher will pass out the egg worksheets to the students. Art supplies will already be on the table for them to color the eggs with.
- The teacher will hold up the example page of Easter eggs.
- The teacher will say, "Can anyone share something they notice about these eggs?"
 - After the students respond, the teacher will point out how the eggs are colorful, and how they have patterns. The teacher will give the students the definition of colorful and patterns (defined in vocabulary).
- The teacher will say, "We are going to use your creativity today, meaning you will use colors and patterns to make your egg how you want it, being original and using your imagination."
- The teacher will say, "After you decorate your egg, you will write the word egg on the line on the top of your page. Let's try and spell the word egg together."
 - The teacher will sound out the word egg and the students will say what letter goes with that sound. After this, the teacher will say, "Good job. So you will write egg, e-g-g on that line at the top of the page."
- The teacher will then let the students complete their worksheets. The teacher will collect the worksheets when the students are done.

Closure/Wrap up: (Describe how the **CONTENT** of the lesson will be summarized.)

"The purpose of today's craft was to use creativity to decorate your egg with patterns and colors. You also practiced writing by writing the word egg on the top of your sheet. Now you have beautiful, decorated Easter eggs that we will put on display for the the class! Great job artists!"

Instructional Supports

Resources and Materials Used to Engage Students in Learning (Provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.) **NAEYC 5c**

- Egg worksheet and Easter egg example page created by me: https://www.canva.com/design/DAGj5ReduhM/xqd3_Be7vmWAMzH9HXtapQ/edit?utm_content=DAGj5ReduhM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
 - All images on worksheet are credited to: <https://www.canva.com/>

Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content:

(List any websites and sources of materials and background information that you will need or use as the teacher to engage the students.) **NAEYC 5a**

- Vocabulary definitions (kid friendly): <https://kids.wordsmyth.net/we/?level=2&rid=9715>

Other Relevant Information

Clear Links to Learning Theories, Educational Research, and Principles of Development: NAEYC 4b**Montessori Method of Teaching (Montessori)**

- This lesson reflects Montessori's principles by encouraging independence, creativity, and hands-on learning in a calm, prepared environment. Students are given the freedom to express their individuality through art, using real materials to create something meaningful and personal. By observing and discussing the example eggs, they engage in sensory-based learning and build vocabulary through real-world context. The teacher's guidance in sounding out and writing the word "egg" supports early literacy through phonetic awareness, a key component of Montessori's language approach.

Connections to Technology and/or the Arts: NAEYC 4b

Art: Through the students decoration of the egg worksheet, art is integrated in the lesson.

Creative Writing: Through writing the word egg on the egg worksheet, creative writing is integrated in the lesson. (This is about the extent students can write at this age.)

Description of Collaboration with Others: (These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.) **NAEYC 5a**

N/A

Pictures from implementation:



Above: Student is decorating her egg with a pattern referencing the bottom middle egg on the example sheet



Above: Student is writing "Egg" on the paper



Above: Completed student work with decorated egg and written word "egg"

Name of Teacher Candidate: Ashley Hampton	Date of Implementation: April 18th
Grade Level: Pre-K	
Lesson Title: Egg Unit Review	
Curriculum Areas Addressed: Science, Language	
Time Required: 20-25min	<p>Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous? NAEYC 4a</i></p> <p>Whole group</p>
<p>Standards: <i>List the GPS/CCGPS that are the target of student learning and are key to this lesson. Include the number and the text of each of the GPS/CCGPS that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i></p> <p>NAEYC 5c</p> <p>CLL1.4a: Listens and responds on topic to conversations and group discussions for an extended period.</p> <p>CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.</p> <p>CD-SC3.4a: Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles.</p>	
As a result of this lesson students will...	
<p>Essential Question: <i>(Essential questions should be used to guide instruction.) NAEYC 5c</i></p> <p>What can we learn through learning about eggs?</p>	
<p>Learning Objectives: <i>(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.) NAEYC 5c</i></p> <p>Students will be able to identify animals that lay eggs and animals that do not.</p> <p>Students will be able to contribute to the group discussion.</p>	
Support for Academic Language	
<p>Vocabulary: <i>(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.) NAEYC 5b</i></p> <ul style="list-style-type: none"> - Egg: An egg is a special shell that holds a baby animal inside. Some animals like birds, turtles, and snakes, grow inside eggs until they are ready to hatch. - Oviparous animal: Animals that lay eggs. - Viviparous animal: Animal that does not lay eggs. 	

Language Demands: (Language demands is defined as the specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. Identify the following way/ways that students will participate in learning tasks to demonstrate disciplinary understanding: reading, writing, listening, or oral language.) **NAEYC 5b**

Listening: Students will hear these terms through the lesson and in the discussion.

Speaking: Students will use these terms in the class discussion.

Syntax: (Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.) **NAEYC 5b**

The information will be organized through a picture sort chart that will be hung in the room after it is made in the lesson.

Assessment (Each learning objective must be assessed. How will students demonstrate their understanding of the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?)

Assessment Strategy: (Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.) **NAEYC 3b**

- The teacher will evaluate whether students contribute to the group discussion or not through keeping track of student participation in the discussion.
- The teacher will re-evaluate whether the students (who failed to identify the animals who lay eggs and the animals who do not from lesson 1) can sort an animal properly into the right category of either animals who lay eggs or animals who do not lay eggs.

Evaluation Criteria: (Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.) **NAEYC 3b**

Levels of Success:

- ✓+ The student contributed to the group discussion without prompting or support.
- ✓ The student contributed to the group discussion with prompting and/or minimal support.
- ✓- The student did not contribute to the group discussion with prompting and/or support.

- ✓+ The student is able to determine whether the animal lays eggs or does not lay eggs without prompting or support.
- ✓ The student is able to determine whether the animal lays eggs or does not lay eggs with prompting and/or minimal support.
- ✓- The student is not able to determine whether the animal lays eggs or does not lay eggs with prompting and/or support.

Steps in the Lesson (Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.)

Attention Getter or Hook: (State how the attention of the students will be piqued at the start of the lesson.) **NAEYC 4c**

“This week, we have been learning all about eggs. Now I am going to play a quick video of eggs hatching chickens.” (Teacher will play egg hatching video linked in the resources)

Introduction: (State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.) **NAEYC 5c**

“Isn’t that so cool! This lesson we are going to be reviewing some of the things we learned this week about eggs.”

Instructional Strategies: (Use a bulleted or numbered format to communicate the procedures for the lesson – what the teacher will do as well as what the student will do. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.) **NAEYC 4c and NAEYC 5c**

- Students are all circled on the carpet in front of the smart board
- The teacher says, "To start, I want everyone to think about what stage of the chicken lifecycle the chicken is in after they hatch out of the egg, just like what we saw in that video. We learned this in small group this week. When you think of it, turn to the person sitting next to you and tell them what stage you think it is."
 - After students seem to have finished this, teacher will say, "Alright, on the count of three everyone say what stage you think it is! 1-2-3... Hatchling! And after hatchling, it grows into a chick, then a full grown chicken. And finally that chicken will lay another egg and the lifecycle will start again."
- The teacher will direct the students attention to the electronic whiteboard. The teacher will say, "Finish this sentence. In this unit we learned about..." the students will say eggs. The teacher will say, "Good job. We learned earlier how to write the word egg. Can someone come up to the board and write it for us? While they are doing this, I want everyone else to use their finger and write the word egg in the air."
 - The teacher will choose a student to come to the board and write the word egg on the line.
- The teacher will say, "Can anyone share what we learned an egg is?" The teacher will call on students to share. The teacher will clarify the correct definition (listed above in vocabulary) if needed.
- The teacher will go to the next slide. The teacher will say, "At the very beginning of the week we talked about animals who lay eggs, which are oviparous animals, and animals who don't lay eggs, which are viviparous animals. Turn to the person next to you and tell them an example of each."
 - After the students have finished this, the teacher will call on students to share examples of each.
- The teacher will say, "Now I'm going to let a couple students sort on the board the animals who lay eggs and the animals who do not."
 - The teacher will call on students who struggled in the first lesson with this to do it and re-evaluate their ability to do this.
- The teacher will say, "If you have any questions about eggs or animals who lay eggs, raise your hand."
 - The teacher will answer any remaining questions the students have.

Closure/Wrap up: (Describe how the **CONTENT** of the lesson will be summarized.)

The purpose of this lesson was to review everything we learning this week about eggs. Now with Easter this weekend, you can share with your family all the things you have learned!

Instructional Supports

Resources and Materials Used to Engage Students in Learning (Provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.) **NAEYC 5c**

- Chicken hatching intro video: <https://www.youtube.com/watch?v=1mGgj-F8pvc>
- Electronic whiteboard (made by me): <https://lum.io/share/ac5700ec-9ded-411c-91ad-fb39e0c0764c>
 - All pictures credited to Lumio: <https://www.smarttech.com/lumio#xal-8deb0478b4f5447ba86e200ac44fcd4a>

Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content:

(List any websites and sources of materials and background information that you will need or use as the teacher to engage the students.) **NAEYC 5a**

- Oviparous vs. Viviparous information: <https://byjus.com/biology/viviparous-oviparous-embryo-development/>

Other Relevant Information

Clear Links to Learning Theories, Educational Research, and Principles of Development: NAEYC 4b

Socio-cultural Learning Theory (Vygotsky)

- This theory states that students build understanding through collaboration with others and guidance from more knowledgeable individuals, like the teacher and their peers. In this lesson, the use of turn-and-talks, group responses, and student-led board activities creates a community of learners where knowledge is co-constructed through interaction, aligning perfectly with this theory. The teacher supports learning by prompting meaningful dialogue, offering scaffolding (such as prompting with vocabulary and examples), and encouraging students to apply and share their knowledge.

Connections to Technology and/or the Arts: NAEYC 4b

Technology: Technology is integrated through the picture sort done through the electronic whiteboard in this lesson.

Graphic Organizer: Through the picture sort of animals who lay eggs and animals who not, a graphic organizer is implemented in this lesson.

Description of Collaboration with Others: (These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.) **NAEYC 5a**

N/A