

Preschool Lesson Planning Form
“Go, Dog! Go!” Prepositions
Language and Vocabulary Development

Teaching Strategies GOLD Objectives:

Language

- 8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
- 9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive Vocabulary

Mathematics

- 21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships

Learning objectives – Students will be able to:

1. Understand prepositional phrases
2. Listen to and comprehend oral directions, then follow directions by making their bodies act out the prepositional phrase
3. Understand where their bodies are in space in relationship to their starting point and the preposition

Setting: This lesson will be taught at the end of the session during Closing Circle/Story Group time with the whole class. No setup is required, but this lesson will be using the sentence board chart (which is a permanent element of Circle Time) and the space of the classroom. I will be leading the lesson, and the ECSE and the other paraprofessional will be in the classroom sitting with the students.

Materials and preparation: The book, “Go, Dog! Go!” by P. D. Eastman (will read only to page 49), the custom-made flashcards depicting various prepositions from the book (using arrows and stick figures), and the sentence board chart are all the materials needed. I premade flashcards prior to this lesson in preparation. The children will not need any materials.

Activity procedure:

- 1) **Introduction**— Show the students the book, “Go, Dog! Go!” and ask them if anyone already is familiar with the book.
- 2) **Procedure**—
 - a. Teacher will read the book up to page 49 – this is the page, about halfway through the book, when the dogs all fall asleep.

- b. The teacher may read part of the sentence and pause for students to fill in the appropriate word. They will know which preposition word by looking at the illustrations.
 - c. After the book has been read, the teacher will tell the students that they are now the dogs from the book, and that they must listen to and do what the teacher tells them to do, like good little doggies. The teacher will review some of the preposition words used in the book by introducing the flashcards. (Each flashcard depicts a different preposition indicated by an arrow or some stick figures.) The teacher will hold up one flashcard at a time and ask the students if they know which word the card might be telling them. Then, the students will be asked to make their bodies do what the card says. For example, if the card shows an arrow pointing up with the word 'up' on it, the teacher will ask, "Who knows what this card might say? Up, right! Can you show me 'up' with your bodies?" The students may then stand up. Each flashcard will be displayed on the sentence board chart for all students to reference during the activity.
- 3) **Closure**— The last flashcard in the sequence will be 'near', which will come after the 'far' card, to bring the students back to the carpet in Circle to sit. The teacher will then review each flashcard with the students and ask them to say the words out loud as she points to each card. The teacher will give verbal praise and then the activity and Closing Group will be finished.
 - 4) **Cleanup**— Put book and cards away for next session. Option to leave the cards out for students whose parents are late to pick them up – the teacher can ask them to hand them to her one at a time and out of order to reinforce the new knowledge.
 - 5) **Transition**— Remove the 'Story Group' picture from the class's visual schedule while verbally cuing Story Group to be finished. Then dismiss the students as their parents arrive to pick them up.

Adaptations for specific children: Using visual aids, such as the flashcards, will help in the general understanding of the activity for the ELL students and other students who struggle with prepositions and oral language processing. Charlie will not need any adaptations for this activity. Jayde may need to reference the flashcard or her peers while performing the action depicted on the card.

Assessment: The students will be assessed through direct observation, and later documented into the Teaching Strategies GOLD application. The students will be observed moving themselves in accurate and appropriate ways according to whichever prepositions the teacher says and shows them. They will be assessed on how well they understood the directions, if they followed the directions by acting out the appropriate preposition, for how long/how many cards they attended, and

how safely they were able to do so (avoiding bumping into peers, not running in the classroom, etc.). These assessments help future planning for similar activities.

Follow-up/extensions: Since this lesson will be taught two days in a row (as is the norm for the preschool schedule of lessons), the first day will be more of an introduction day, and the second day will be more of an assessment day. The second day will be harder because the teacher will hide the cards after she shows the students once (instead of putting it up on the board for the students to reference). She may show individual children, like Joel and Phoebe and Annabelle, in addition to the general direction given to the class to ensure that they understand which preposition will be acted out next.

Reflection/self evaluation:

I was adequately prepared for this lesson because I had the book and the flashcards already available when the lesson started. I had also read the book once before in order to familiarize myself with the text. That led me to the decision to stop reading the book at page 49, because that is when the dogs fall asleep, which is a good place to stop. Reading to page 49 was long enough to engage the students in the story, and short enough that they didn't grow bored or restless from sitting for so long. The lesson took place in Closing Circle/Story Group involving the whole class. I knew this lesson was engaging for the students because some would help me finish sentences when I read the book, and all the students participated in the prepositions activity. Most students made appropriate comments about the pictures in the book and about what they saw the dogs doing. The activity involving prepositions was successful because every student was able to understand the directions and follow along either with the instruction or by following their peers. There was a lot of laughing and giggling with each transition.

All objectives for this lesson were met, and each child's achievement of each objective was assessed through direct observation. The adaptations for the needs of specific children were implemented, and were successful in terms of helping them participate successfully.

The most effective part of this lesson was the activity. The students were able to bolster their knowledge of prepositions by physically acting out each one. All students were engaged in the beginning with the first four (and most simple) prepositions. These prepositions were 'up', 'down', 'around', and 'across'. Some students either lost interest, or couldn't attend (because it was a hard concept or too long to pay attention) once the prepositions started to become more difficult. These prepositions were 'in front', 'behind', and 'beside'. The least effective part of this lesson was when students became unsafe by running, bumping into their peers, or pushing their peers. I believe that these students became unsafe because I primed the activity by making the students pretend like they were the dogs in the book. Pretending to be a dog may have been too much for some students to handle safely.

Preposition Flashcards Used for this Lesson:

