

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: Kindergarten</b>		<b>Subject: English Language Arts</b>	
<b>Materials:</b> Learning packet Letter D slides		<b>Technology Needed:</b> Projector Stylus	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> <b>RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. <b>c. Decode and use CVC words.</b> <b>d. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</b> e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  <b>RF.1 Demonstrate understanding of the organization and basic features of print.</b> a. Follow words from left to right, top to bottom, and page by page. b. Recognize spoken words are represented in written language by specific sequences of letters. <b>c. Understand words are separated by spaces in print.</b> d. Recognize and name all uppercase and lowercase letters of the alphabet.		<b>Differentiation</b>  <b>Below Proficiency:</b> Recognize when words that are provided begin with the letter D. Read common high-frequency words that are provided.  <b>Above Proficiency:</b> Recognize the letter D in different parts of words. Both beginning and end. Recognize which words are high frequency words and use them in sentence. Separate written words by spaces and remember to use a capital letter and a punctuation mark without prompting.  <b>Approaching/Emerging Proficiency:</b> Decode and use CVC words. Recognize the letter D at the beginning of words. Come up with words on their own that begin with the letter D.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> The slides will have visuals of the letter D.</li> <li>• <b>Auditory:</b> Letter D song will help solidify what D looks like and sounds like.</li> <li>• <b>Kinesthetic:</b> Circling objects on the screen that begin with the letter D.</li> <li>• <b>Tactile :</b> We have letter D manipulatives that can be used in addition to the visual aids.</li> </ul>	
<b>Objective(s)</b> By the end of the lesson students will be able to write a sentence using one or more provided sight words. By the end of the lesson students will be able to recognize the letter D in print.			
<b>Bloom's Taxonomy Cognitive Level:</b> Apply			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will go to their assigned spots when called for phonics and reading time.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students should 'stick like glue' during the 'my turn, your turn' activities. Saying all the words and phonemes in unison. Students will sit quietly with voices at a level 1 during writing time and reading time.	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> Queue up slides.		
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>		

# Lesson Plan Template

Date: \_\_\_\_\_

	<p>Play letter D song.</p>	
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>“Let’s find all of the things that start with the letter D.”            Draw names from the jar to have them name something they see.</p> <p>Categorize words by the matching first sounds. “Box, Dinosaur, Goat, Ring.”            Draw names to have them drag and drop the words to the correct places.</p> <p>For our blending lines activity, we will utilize a my turn your turn system. In which I will say the word/sound/phoneme/segmentation and then when I say “Your turn”</p> <p>“Alright Kindergarten, when I say we are going to get out our mats, dry erase marker, and eraser. Head to your table spots.”            For our dictation mat they will write out the letters after I tell them the sounds.</p> <p>Sounds: d, g, e, b            Words: dad, dug, dip            Sentence: Dad dug a spot.</p> <p>“Strong work Kindergarten, now put away your mat, your marker and your eraser.”</p>	
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>Our final activity will be done with their practice page for their letters.            “Alright Kindergarten, get out your packet and your pencil box. For the first part you are going to color in the words that end in ‘ip’.            Then you are going to fill in the sight words in the places where they fit. You are going to color the picture that matches the sentence and write your number of sight words. Finally, you are going to write a sentence using at least one of the words that are on the sheet. Remember, sentences start with a Capital letter and end with a period. Sparkle!”</p> <p>What do you notice about our ‘ip’ words?            How do you know which picture to color?            How do we know what words are sight words?            What does our sentence start with?            What should our sentence end with?</p>	
	<p><b>Review (wrap up and transition to next activity):</b></p> <p>The students will then bring up their work for corrections and go over it with the teacher.            Then they will go and silent read until it is time to get ready for gym.</p>	
	<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p>Listening to their responsiveness during the lesson. Are they sticking together with the word responses?</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>Their practice sheet will help give an idea as to what areas of print and letter recognition they need to work on.</p>
	<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	