

Lesson Plan Template

Date: _____

Grade: Kindergarten	Subject: Reading
Materials: Sound Swappers phoneme gameboard, dice, magnetic game chips, magnetic wand.	Technology Needed: N/A
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list) Small group activity.	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input checked="" type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words.4 d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.5 (This does not include CVCs ending with /l/, /r/, or /x/). e. Add or substitute individual sounds (phonemes) in simple, single-syllable words to make new words.	Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: • Auditory: • Kinesthetic: • Tactile :
Objective(s) By the end of the lesson the learner will be able to swap out sounds smoothly to form new words with teacher guidance.	
Bloom's Taxonomy Cognitive Level:	
Classroom Management- (grouping(s), movement/transitions, etc.) This should be done in a small group setting so that each student can get multiple chances to practice the verbal manipulation of phonemes.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will respond to teacher prompts. Students will listen when the teacher is talking and speak when it is their turn to speak. Students will also be respectful of the game pieces and use them properly. They have been taught how to play the game prior to this lesson and know the expectations of kindness, respect of materials, and fairness.
Minutes	Procedures
	Set-up/Prep: Ready the game pieces and the list of words so that the students can begin the game as soon as activity rotations begin. Word list for Level 1 is on pages 79-80 of the Chipper Chat Phonological Awareness book that is used in the curriculum.
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) This was an activity that the students were familiar with, at the beginning of last month they had begun swapping out phonemes at the beginning of words this activity is to be implemented individually in a group of two to five at most. Each student will individually say their answers without assistance from the other students. "I'm going to give you a task, and when you complete it, you get to roll the die and however many it lands on, you get to put that many chips on your gameboard."
	Explain: (concepts, procedures, vocabulary, etc.) "Today we're going to switch out beginning sounds of words. We also call this manipulation of phonemes. I'm going to give you a word, you'll repeat it back to me, then I'm going to have you change one sound in the word to form a new word!" Ensure that the student is saying the <i>sound</i> and not the letter <i>name</i> . This isn't about knowing the letters names, but rather about manipulating the letter <i>sounds</i> .

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	For example: "Say <u>can.</u> " (Learner says 'can') "Now change <u>k</u> to <u>p.</u> " (Learner says 'pan')	
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)	
	Review (wrap up and transition to next activity): If the students finish their sound mats before the rotation period is up then they get to use the 'magic wand' (magnetic stick) to pick up their game pieces and stick them in their respective cup.	
Formative Assessment: (linked to objectives, during learning) This entire activity is a form of practice as well as assessment. Listening to see if they are understanding how to correctly swap out phonemes and see if the lesson on how to swap out phonemes has transferred over into their own minds. <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?)	Summative Assessment (linked back to objectives, END of learning) Listening and observing the student during the activity.	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):		