

## Lesson Plan Template

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| <b>Grade:</b> Preschool   |   | <b>Subject:</b> Literacy  |
| <b>Materials:</b> objects and letter mats for P,B,C,G, bag  |   | <b>Technology Needed:</b> n/a   |
| <b>Instructional Strategies:</b><br><input type="checkbox"/> Direct instruction<br><input checked="" type="checkbox"/> <b>Guided practice</b><br><input type="checkbox"/> Socratic Seminar<br><input checked="" type="checkbox"/> <b>Learning Centers</b><br><input type="checkbox"/> Lecture<br><input type="checkbox"/> Technology integration<br><input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning<br><input type="checkbox"/> Visuals/Graphic organizers<br><input type="checkbox"/> PBL<br><input type="checkbox"/> Discussion/Debate<br><input type="checkbox"/> Modeling |   | <b>Guided Practices and Concrete Application:</b><br><input type="checkbox"/> Large group activity<br><input type="checkbox"/> Independent activity<br><input checked="" type="checkbox"/> <b>Pairing/collaboration</b><br><input type="checkbox"/> Simulations/Scenarios<br><input type="checkbox"/> Other (list)<br>Explain: <input checked="" type="checkbox"/> <b>Hands-on</b><br><input type="checkbox"/> Technology integration<br><input type="checkbox"/> Imitation/Repeat/Mimic  |
| <b>Standard(s)</b><br>LL.2.7 – Know that each letter has its own sound(s) and identify some letter sounds.  |   | <b>Differentiation</b><br><b>Below Proficiency:</b> The student could practice letter recognition. I could have letters that they would match to the right letter mat. Then we could practice what the letter says.<br><br><b>Above Proficiency:</b> Work with the students without sounding out the sound as much, simply stating the object’s name.<br><br><b>Approaching/Emerging Proficiency:</b> Students will complete the activity as is.<br><br><b>Modalities/Learning Preferences:</b><br>Visual – placing the object by the letter<br>Kinesthetic – Grabbing the object out of the bag and placing it<br>Tactile – Feeling the object |
| <b>Objective(s)</b><br>By the end of the lesson students will distinguish different letter sounds by sorting objects under the correct beginning sound letter.  |   |   |
| <b>Bloom’s Taxonomy Cognitive Level:</b><br>Analyzing   |   |   |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b><br>The students will be in groups of 4/5. We will transition between centers every 10 minutes.   |   | <b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b><br>The students are expected to be participating in the activity. We will have our voices at a talking level. They will be expected to take turns drawing from the bag and placing the object. We will treat the objects correctly.  |
| <b>Minutes</b>  | <b>Procedures</b>   |   |
| <b>15 min</b>   | <b>Set-up/Prep:</b><br>Gather items from letter boxes (5-7 for each letter), bag, and print papers with one big letter in the middle.   |   |
| <b>1 min</b>  | <b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b><br><br><ul style="list-style-type: none"> <li>“Today we are going to be playing a game with this secret object bag. First let’s see if we remember our letters. I have pieces of paper on the table, when I point to one I want you to tell me what letter it is.” Point to each letter and review its name. “Great!”</li> </ul>   |   |
| <b>3 min</b>  | <b>Explain: (concepts, procedures, vocabulary, etc.)</b><br><br><ul style="list-style-type: none"> <li>“All of the letters make different sounds. To play our game we need to know what sound each letter says.”</li> <li>Point to P. “The P says “p” like pig, say it with me, “p.”</li> <li>Point to B. “The B says “b” like bat, say it with me, “b.”</li> <li>Point to C. “The C says “c” like cat, say it with me, “c.”</li> <li>Point to the G. “The G says “g” like goat, say it with me, “g.” “Give me a thumbs up if you got it.”</li> </ul>   |   |
| <b>10 min</b>   | <b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b><br><br><ul style="list-style-type: none"> <li>“Now we are ready to play our game. I have this secret bag with different items in it. We are going to take turns picking an item out. Once you get your item we will all help decide what letter sound it starts with. Once we have decided you will place it on the correct mat.” Demonstrate an example so students understand.</li> <li>“Once an object is placed on the mat, it has to stay there. “</li> <li>“Even when it isn’t our turn to pick the item we have to be good helpers so we can all decide where the object goes.” “I can only give students who are playing by the rules turns. Give me a thumbs up if you know how to play.”</li> <li>While students are playing teacher will help sound out each word as they draw it from the bag. “You got a “ppp” encil.”</li> </ul> |   |

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|  | <p>Go through as many items as possible.</p> <p>Reflective Questions:<br/>         “How do you know (object) starts with (letter)?” –Because that’s the sound it makes.<br/>         “I wonder what else starts with the (letter) sound?”<br/>         “Someone in our class has the (letter) sound in their name, I wonder who it is?”<br/>         “Look around the room, what is something else that starts with (letter) sound?”<br/>         “What do you have at your house that starts with the (letter) sound?”</p> |  |
| <p><b>1 min</b></p>  | <p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>“We just practiced our letter sounds. Let’s review one more time. What letter makes the “p” sound? What letter makes the “b” sound? What letter makes the “c” sound? And what letter makes the “g” sound? Awesome job! You can walk over to the next center.”</li> </ul>   |  |
| <p><b>Formative Assessment: (linked to objectives)</b><br/> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>Clarifying Questions throughout. (Thumbs up/down) (Reflective Questions)</p> <p>Teacher observation of students.</p> <p><b>Consideration for Back-up Plan:</b><br/>         If this activity does not work, we could play an animal game. First we would review the letter sounds. Then I would say an animal and we would act it out and then they would decide what letter the animal starts with.</p>  | <p><b>Summative Assessment (linked back to objectives)</b><br/> <b>End of lesson:</b><br/>         Students will have correctly placed the objects according to their beginning sounds.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>  |  |
| <p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>I could tell all of the students were engaged because they were smiling, seemed to be having fun, and participating the whole time. Which in turn made it fun for me to teach. I think it worked well how I had the lesson set up. I was able to hold their attention just long enough to go over letter sounds before playing the game. It seemed to have a good flow to it, as far as intro/prior knowledge, explaining the new concept, and then playing the game. I know that the students learned the sounds of the letters. Those who already knew them I know they are more confident in them. I know this because I assessed their prior knowledge from the start by asking them what each letter was and then explaining the letter sounds. I knew the students who weren’t sure of the sounds from this as well as when it was their turn to place an item. At the end of the lesson I was able to observe those who didn’t know the sounds were able to tell me them or say them with me. I also observed the longer we played the more comfortable and vocal all the students were in helping choose which mat the object should be placed and why. It was nice not having anything out when the kids came to the station because then they were ready to listen. I also think it worked well to introduce that we are going to be playing a game right away but then explain that we need to know this stuff for the game, so they had motivation to pay attention.</p> <p>If I teach this lesson again, I would separate my groups based on ability level. This will allow me to further challenge my higher students and work more in-depth on letter sounds with those that need it. I have also extended the time for this lesson, this way I could incorporate more of students thinking of other objects. I added questioning the students to look around the room for something that starts with one of the letters or to think of something, I added this because when I asked the students to think of someone in their class who has that letter for their name it was a new challenge for them. I think this also makes the content more relevant to the students. I have also added a statement telling the students that the objects must stay on the mat after they are placed there, since when I taught this that was something I didn’t clarify right away and then it was hard to get the students to stop. I also added the classroom management strategy of saying that I can only give students who are playing by the rules turns because this places the decision in their hand and is not negative, but tells the students what I expect.</p> |   |  |