

Lesson Plan Template

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BETHANY
LUTHERAN COLLEGE

Time allotted: 27 minutes

Subject: Reading/Literacy Grade level: K

Topic / Title: Lesson 41: The Letter S Course **EDUC 320**

Approved by Cooperating Teacher: _____ Portfolio # _____

A. Standards; objectives / requisite skills / learner outcomes “At the completion of this lesson, learners will be able to ...” (Use observable / measurable terms + strong verbs.)

Standard(s):

Cognitive objective(s): After the lesson, students will be able to identify the letter s and make its sound.

Affective objective(s): During the lesson, students will contribute to the lesson by pointing to letters and making sounds.

Psychomotor objective(s): During the lesson, students will pull letter cards out of the crocodile to identify letters and sounds.

B. Assessment plan: How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson. Students will receive a worksheet at the end of the lesson that will allow students to identify and write the letter s.

C. Multiple intelligences: Select one primary (p) and one secondary (s)

<u> P </u> verbal linguistic	<u> </u> musical/rhythmic	<u> </u> visual/spatial
<u> </u> logical/mathematical	<u> S </u> interpersonal	<u> </u> intrapersonal
<u> </u> bodily/kinesthetic	<u> </u> naturalistic	

D. Accommodations & differentiation for learners: Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and assessment?

While the students are completing their worksheets, I will need to watch Madison to make sure she is following along.

E. Materials / equipment needed:

F. Academic language demands

Teacher: Craig, letter cards: L, O, G, H, T, N, A, M, I, S. Students: Pencil, worksheet.	Vocabulary: The letter S Function (verb): Literacy strategy (ELA only):
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G. Academic language support: How will the teacher model and the students engage with the language demands?
Students will see the letter s multiple times throughout the lesson, practice making it's sound, and finally writing it.

I. Assumptions: What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered? Students will remember the sound of the letters they have already learned.	J. Anticipated questions & misunderstandings: What common misunderstandings or errors may occur? What pre-assessment is used? Students may be confused that sometimes the letter s can make the /z/ sound.
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L. Technology: What, if any, use of instructional tech. are involved during instruction, learning tasks, and/or assessment?
Promethean-a slide with letter lines to demonstrate how to write the letter s. A slide of numbers 5, 6, and 7 on their worksheets so I can code the vowels with them.

Pacing / Time Allotted	<i>Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions, conclusion, and key questions.</i>
1min	<p>M. Lesson planning of instructional activities & learning tasks:</p> <p>1. Anticipatory Set: (set induction / introduction / focusing event / activating prior knowledge) I brought in a special friend today! His name is Craig. Can you tell Craig hello? Craig ate too many letters and has a belly ache. Will you help Craig feel better?</p> <p>Statement of Objective (scripted): Today we will be learning a new letter <i>Transition: First, there is a rhyme we have to learn so that Craig will let us help him.</i></p>
15min	<p>2. Input: Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement) <i>Include what teacher will do & what students will do. Script key questions.</i></p> <p>A. Have children sit in a circle.</p> <p>B. Explain the activity. Children will say the rhyme, “Crocodile crocodile down by the lake, let’s reach in to see what you ate!” One at a time students will pull out a letter card. The students will identify the letter and make it’s sound. When the letter s comes</p>

out

- C. When all the letters are out, hold up one card at a time and have the students tell you whether it is a consonant or vowel. Sort the letters into the two categories.
- D. Then spell some of the sight words with the letter cards (to, at, him, and in). Then spell some other words like hot, hit, gas, lot, log, not, mat, Tom, Tim, hat. Add the letter cards to the words mat, hat, log, and lot. This allows the children to see words that end in s and practice using it's sound. Then make words that start with s like: sat, sag, Sam, sit. This shows children that words can also start with this letter.
- E. Lastly, make the word has. Explain to the children that sometimes the letter s can make the /z/ sound.
- F. Look at the board to see how I draw a lower case s. Demonstrate for the children.

Transition: Now let's go to our tables and start our worksheets. When I dismiss a table I want to see how quiet you can be while getting your school boxes.

3. **Guided Practice: Worksheets.**

- Begin by telling children to write their names on the top of their papers.
- Then have the students circle the all the letters in their appropriate color.
- Tell children to write the first letter of each word for numbers 2,3, and 4.
- For numbers 5,6, and 7 have the children code each word, identify the word and then draw a line from the word to the picture.
- Lastly, have the students circle the high frequency words: him, to, and it.

4. **Evidence of Learning:** *How will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives / skills? Will students be involved in assessment / reflection upon their own learning?*

Throughout the lesson, I will hear students identifying letter sounds and forming words.

When they are working on their worksheets I will walk around the room and watch them complete it. Through doing this I will be able to see if the students are coming to the correct

10min

conclusions by the answer they put.

Transition: When you are finished, you may hand your sheets in to me and line up at the door.

5. Closure & Independent Practice: (transfer of learning / assignment) *How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?*

The worksheets will help the students identify the letter s and give them the opportunity to practice writing the letter s.

Closing Statement (scripted): Remember what sound the letter s makes (have students say the sound). Next time we're going to learn a little but more about the letter s.

1min

N. Evaluation & reflection of teaching / learning: *Respond with thoughtful, professional insights that go beyond superficial considerations. For example, consider whether and how you know that students reached the learning targets, what strategies might have led to improved instruction, whether assessments provided useful data, and the extent to which the whole class, individuals, and subgroups achieved the objectives. How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?*

1. As I reflect on the lesson, to what extent were students productively engaged?

The students were engaged because of Craig the Crocodile

2. To what extent did the students learn what I intended? Were instructional objectives met?

The students met the objectives except for being able to write an "S"

3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?

I was able to introduce plural words because I needed to give a purpose for adding "s" to the end of a word

4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?

During the worksheet part of the lesson I needed to keep the class together and quiet, instead of individual and loud

5. To what extent did I provide closure to the lesson?

I did not provide closure because I lost control of the class at the end

6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why?

How would this affect the outcome of this and future instruction?

I would have gone over how to draw the letter "s" because some of the students were confused on how to do that. Then while the students were doing their worksheet, I should have had them do it all together instead of individually. This caused too much confusion and I lost control of the class