

**Pennsylvania Standards Aligned System
Lesson Plan Format**

Candidate Name: Caroline Lafferty

Course Code: EDU 240

Subject: Literacy

Grade Level: Kinder

**Duration: 55 minutes
(1:00-1:55), 15 minutes per
group**

Lesson Context Section

Big Ideas and Essential Questions:

- Effective readers use appropriate strategies to construct meaning
 - EQ: How do strategic readers create meaning from informational and literacy texts? ‘
- Early Learning
 - Foundational Skills

Central Topic and Concepts:

Concept: Phonological Awareness

- Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rhymes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound in CVC words.

Concept: Phonics and Word Recognition

- Know and apply gradelevel phonics and word analysis skills in decoding words.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Lesson Situation:

Students will be at their desks playing “Lexia” to start the lesson. The teacher will call the students by their names to the carpet, and will remain on the carpet until the end of group.

Prerequisite Skills:

Students have been doing this setup since January, so they are aware of the setup along with the expectations of the group activities.

Learner Outcomes (Instructional Objectives):

By the end of the lesson, students in groups 2 and 3 will be able to break down 2 and 3 syllable words by using parts of their arms, and by speaking orally.

By the end of this lesson, students in group 1 will improve their skills in letter recognition through literacy games.

Related Academic Standards: (Common Core and/or PA Standards)

PA Core Standards:

Standard - CC.1.1.K.B

Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper and lower case letters of the alphabet.

Standard - CC.1.1.K.C

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

Academic Language:

Materials:

- Equipped for Reading Success packet for both groups
- Whiteboard
- Markers
- Eraser

Resources:

Instructional Procedures(s):

Group One:

Students will be called to the small carpet by their names, and will be asked to bring a whiteboard, expo marker, and eraser. Once the students have sat down, the teacher will first ask the students to identify the letter by the sound. The teacher will call out a sound that a letter makes, and then will give the students a few seconds to identify the letter by writing it down. If the students get it correct, then the student will get to ask the rest of the group to identify his letter sound. If the student gets it wrong, then corrections will be made, and the students will be asked to write it again. The game will continue until the students have gotten 5 letters correct in a row.

Then, the game will change. The teacher will instead call out a letter, and then the students will have a few seconds to write down the letter on their whiteboard. Once the students have gotten it correct, they will then be asked to identify the letter sound.

If it happens that one student is struggling, for the remainder of the minutes left, the rest of the students will be sent back to their seats, and the teacher will work one-on-one with the student by asking them to do it orally and then asking to write it down.

Group Two:

Students will be asked to just bring their bodies to the carpet. The teacher will begin by drawing a “teacher vs student” chart on the whiteboard and displaying the rules for the students to follow. After the rules have been given and the students know how the game works, the teacher will begin by reading the first word off of the list, and will display what the students are supposed to do. After the

first word, the students and teacher will work together to go through the list of the words. Once the list of words has been completed, if a student is struggling, the other students will be called back to their seats, and the teacher will work with the student one-on-one.

Group Three:

Students will be asked to just bring their bodies to the carpet. The teacher will begin by drawing a “teacher vs student” chart on the whiteboard, and displaying the rules for the students to follow. After the rules have been given and the students know how the game works, the teacher will begin by reading the first word off of the list, and will display what the students are supposed to do. After the first word, the students and teacher will work together to go through the list of the words. Once the list of words has been completed, if a student is struggling, the other students will be called back to their seats, and the teacher will work with the student one-on-one.

Addressing Learners’ Diverse Needs:

- Accommodations and Adaptations (IEPs, 504 Plans)
 - o One student in groups 1 and 3 has a speech impediment and is HoH, so he will be placed next to the teacher to minimize confusion in the groups.
 - o One student also has an undiagnosed learning/behavioral disability and needs strict expectations in order to help himself concentrate, and gets overstimulated easily. He will be given three chances to do what is expected, and if those aren’t completed, then he will be asked to go back to his seat to collect himself and join back on the carpet when he is ready.
 - Language adjustments made for specific ELP levels (including ELP level and PA ELP Standards)
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- o There are no children with ELP levels present in my classroom, but proper accommodations would be made so that the child would feel that they are supported.
 - For those on lower levels, the child would be given a list of the same words in their preferred language.
 - Higher levels would be able to ask to have the word broken down or repeated so that they are able to understand
 - Challenges for advanced learners
 - o Because there are no advanced learners, and the groups that are made are made based on their level of phonemic awareness, there will be no accommodations for these learners.

Formative/Summative Assessment:

Students in groups two and three will be assessed with their ability to break down words with a formative assessment at the end of the week.
