

## Lesson Plan Template

<b>Grade: Kindergarten</b>		<b>Subject: Phonics</b>	
<b>Materials: Workmats, Letter Pouches, Projector, Computer</b>		<b>Technology Needed: Computer, projector</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> <b>Guided practice</b> <input checked="" type="checkbox"/> <b>Visuals/Graphic organizers</b> <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"/> Modeling <input checked="" type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.6 c. Decode and use CVC words. d. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		<b>Differentiation</b> <b>Below Proficiency: Teacher will model how to pronounce the different sounds reviewed in this lesson. The letters n and f have already been taught, so these students will have additional time reviewing these letters.</b>  <b>Above Proficiency: Students working above proficiency will be challenged to think of words that begin with the letters: f, p, and n.</b>  <b>Approaching/Emerging Proficiency: The lesson is geared toward students who are working at an approaching/emerging proficiency level.</b>  <b>Modalities/Learning Preferences:</b> <b>Kinesthetic learners: students will be using work mats and their letters to push up and pull down letters as they say the letter sounds for each of the letters reviewed</b> <b>Interpersonal learners: students will be participating in some think, pair, shares throughout the lesson</b> <b>Visual learners: teacher will use the active board page to present the Pet Parade poem for students to read along with the teacher; students will also have letters they will use during the lesson</b>	
<b>Objective(s)</b> By the end of the lesson, students will be able to make the sounds for the letters: f, p, and n. By the end of the lesson, students will be able to identify the /p/ sounds in the poem Pet Parade when it is read aloud.  <b>Bloom's Taxonomy Cognitive Level: Make/Identify</b>			
<b>Classroom Management- (grouping(s), movement/transitions, ect)</b> Students will be sitting at their carpet spots for the first portion of the lesson. Teacher will present the poem to students. Students can read along with the teacher. Teacher will dismiss students by color rows to grab a work mat and letter pouch. Each student needs to be sitting on one dot at the carpet. Only one student per dot at the carpet. Work mats need to be placed in front of them. Letter pouches need to be sitting above their work mat.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students need to use active listening skills during whole group learning time. (Eyes watching, ears listening, mouths quiet, bodies still). Students need to use the materials appropriately (work mats and letter pouches).	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b>		
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> 1. Tell students the teacher has something in the mystery bag that is red. (Uppercase P) If students do not get it, show students the uppercase letter P. Then, tell students the teacher has something in the mystery bag that is blue. (Lowercase p). 2. Teacher needs to give clues for the rest of the items in the bag that start with the /p/ sound.		
15	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> 1. Display the Pet Parade poem. Explain to the students that in the poem there are many words that start with the /p/ sound. Tell students to be thinking as they read this poem words that start with the /p/ sound. 2. Read the poem. 3. Ask students to turn and talk to their partners about what words begin with the /p/ sound. Now, have some groups share out about the words they heard that begin with the /p/ sound. Teacher should underline these words in the poem.		

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	<p>4. Now, reread the poem again with the students. As the class and teacher reads the poem, have students give a nice big clap every time they hear a word that starts with the /p/ sound.</p>	
<p>10</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> <li>1. Dismiss students by color row to grab their work mats and letter pouches. Have students take out all the letters in their letter pouches. Swap these letters out for the letters p, f, and n. Have students pull down each letter card and say the letter name, then push it back up and say the letter sound.</li> <li>2. Ask them to pull down each letter card again, saying a word that starts with that sound. Have them push up the letter card that starts with the word pan. (Repeat with the words net and fit).</li> </ol>	
	<p>Review (wrap up and transition to next activity): Ask students what the letter “p” sound makes. Ask students to say one word that begins with the /p/ sound before dismissing students to place their work mats and letter pouches away.</p>	
<p><b>Formative Assessment: (linked to objectives)</b> Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <ol style="list-style-type: none"> <li>1. Teacher will have students read the poem along with the teacher. After reading the poem, the teacher will have the students do a think, pair, share about what words they heard in the poem that start with the /p/ sound.</li> <li>2. The teacher will read the poem again having students clap after every time they hear the /p/ sound.</li> <li>3. Each student will have a letter pouch and work mat. Teacher will track the individual progress of each student as they review the sounds for each letter.</li> <li>4. The above three steps act as an informal assessment for the teacher, as the teacher can easily observe to see which students have the skill and which students are still developing this skill.</li> </ol>	<p><b>Summative Assessment (linked back to objectives)</b> If applicable- overall unit, chapter, concept, etc.: Student will be completing the kindergarten CFA Letter Names and their Sounds.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		