

Lesson Plan Format - Day 5

Student Teacher: Alicia Nelson **Date:** Tuesday October 4, 2011

Grade Level: Kindergarten **Subject:** Reading **Supervisor:** Miss Bitler

PRELIMINARY PLANNING

PA. Standards:

- **Phonemic Awareness: Skill – Initial sounds**
 - CCSS Foundation skills 2.d. Isolate and pronounce the initial, middle vowel, and final sounds (phonemes) in three phoneme (CVC) words
 - CCSS Foundation Skills 2.e. Add or substitute individual sounds (Phonemes) in simple, one syllable words to make new words
- **Letter Recognition: Skill – Tt, Uu, Vv, Ww, Xx, Yy, Zz**
 - CCSS Foundation Skills 1.d. Recognize and name all upper and lowercase letters of the alphabet
- **Comprehension: Skill Classify and Categorize**
 - CCSS Foundation Literature 2. With prompting and support, retell familiar stories, including key details
 - CCSS Foundation Literature 7. With prompting and support, describe the relationship between illustrations and the story in which they appear. (E.G., What moment in the story an illustration depicts)
 - CCSS Foundation Literature 5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of concepts the categories represent.

Objective:

- Oral Vocabulary: Library, Chaperone, bakery, fire station, post office, and park
- Phonemic Awareness: Initial Sounds
- Letter Recognition – Review all letters Tt, Uu, Vv, Ww, Xx, Yy and Zz– Writing
- Comprehension – Classify and Categorize

LEARNING SEQUENCE

Description: Question of the week **Time:** 15 min

INTO Introduction/Motivation/ Focus Attention

- Question of the week - How do people in a community cooperate? Look and discuss the people on the poster. – They are all places in our community
- The teacher will then read of the amazing words and pictures on the chart

- “We learned six amazing new words this week. Lets say the amazing words as I point to each picture.
- When pointing to the pictures on the chart, say
 - I cannot wait to slide down the pole at the _____. Fire station
 - My teacher needs a _____ to help her on our trip. – Chaperone
 - We can smell fresh bread at the _____. – Bakery
 - The_____what was filled with children playing games. – Park
 - I use a computer to find books in the _____. – Library
 - Mom buys some stamps at the _____. – Post office
- Check Amazing Word Vocabulary by:
 - Where are muffins and bread baked?”
 - Where would a person go to mail a package?
 - Where are fire trucks kept?
 - Where can you go to buy books?
 - Where would you find a place with swings and a slide?
 - Who helps a teacher on a field trip?

Description Time: Phonemic awareness, Letter recognition Comprehension **Time:** 30 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

- PHONEMIC AWARENESS
- LETTER RECOGNITION
- HIGH FREQUENCY WORDS

Comprehension –

- “In many stories, things can be grouped together because they are alike in some way. When we group things, we say we classify and categorize them. What do we do when we put things in a group because they are alike in some way? – Classify and Categorize
- Tell students “I am going to read a story about a baker making bread.”
- “Listen carefully. I am going to ask you to group things from the story based on how these things are alike in some way.
- READ – “Freshly Baked Bread” from the read aloud anthology p. 7

Description: Wrap up question on story **Time:** 5minutes

BEYOND

Closure (Check for Understanding, Summarize, Future Forecast, Transition)

- After the story – ask children to group things from the story into categories.
- Who are the workers at the bakery? – Frank, Leena, Juan, Keisha, Amanda
- Ingredients are foods that we mix to make a different kind of food. What ingredients do they use at the bakery? – Flour, salt, sugar, shortening, milk, yeast.
- How are the loaves, rolls, breadsticks, cookies, pies, doughnuts, bagels, and cakes alike? – They are all made by Franks bakery. They are all made from flour.
- So boys and girls what did we just do with our short story? – We classified and categorized the items in the story.

POST INSTRUCTIONAL PLANNING

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?