



## Lesson Plan Format - Day 4

**Student Teacher:** Alicia Nelson **Date:** Monday October 3, 2011

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

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### PRELIMINARY PLANNING

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#### 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
- Phonemic Awareness: Initial Sounds
- Letter Recognition – Yy and Zz– Writing
- Comprehension – Classify and Categorize

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### LEARNING SEQUENCE

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

**INTO** Introduction/Motivation/ Focus Attention

- Question of the week - How do people in a community cooperate?
- The teacher will then read of the amazing words and pictures on the chart

- Go over the “Sing with Me Chart” p 4B –read the poster and have students listen for amazing words chaperone and library while you read.
- Introduce the word Library – A library has many books and other materials people can borrow. What’s our new amazing word for a place people go to borrow books? Say it with me: Library
- Demonstrate: Our library has many exciting books to borrow!
- Introduce the word Chaperone – A chaperone is and adult who helps the teacher watch children. What’s our new amazing word for and adult who helps the teacher watch children? Say it with me: Chaperone.
- Demonstrate: A chaperone helps the teacher get children onto the school bus.
- Have students APPLY the words library and chaperone n a sentence.
- Reinforce the concept: The \_\_\_\_\_ has many books about fire fighters. (Library)
- A parent can be a \_\_\_\_\_ on a class trip. (Chaperone)

**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
- Have students go over how to classify and categorize. – Show my skills buddy page 74 – 75
- Third read of big book! Miss Bindergarten Takes a Field Trip
- Miss Bindergarten’s class goes to many different places, let’s think about the details of this story’s setting.
- Setting is when and where the story takes place.
- Where does the story take place? Bakery, fire station.... When does the story take place? – on a school day.
- P. 6-7 how are the foods in these pictures alike? – They are all sold and made at the bakery.
- P.8-9 How is Franny helping the baker? – She is decorating one of his cakes with icing.
- P. 10-11 How can you tell that Miss Bindergarten’s class is now at the fire station? –I see a fire engine inside the building and a fire fighter talking to Miss B and her class.
- P. 12-13 Why does Ian laugh? He makes a funny face at a shiny hubcap, and the shiny hubcap makes his nose look bigger and bigger.
- P. 14-15 What is Jessie learning to do ? – Jessie is learning how to stop, drop, and roll.

- P.16-17 How is the chaperone helping Miss B class get to the post office? – The chaperone is helping the students cross the street.
- P. 18-19 How are Matty's, Noah's and Ophellia's actions alike? – All three children are touching things. All three children are looking at things.
- P. 20-21 How do you know that Mrs. Wong is a mail carrier? – Mrs. Wong is carrying mail, pushing mail in a cart, and wearing a mail carrier uniform.
- P.22-23 How are the children getting to the library? – The children are walking across the street to the library.
- P.24-25 Why do you think Tommy is hugging the book? – I think Tommy is hugging a book because he is happy about the book he found or because he just likes books.
- P.26-27 What is the librarian doing in this picture? How can you tell? – The librarian is rereading a book to the children. He is holding the book open so the children can see the pictures, and the children are reacting to what he is showing.
- P.28-29 How are the park, bakery, library, post office, and the fire station alike? – They are all places that the kindergarteners go on their field trip. They are all places in a community.
- P. 30-31 What does Zach say when Xavier can't find Brenda's Mom? – Zach tells Xavier that he doesn't have to worry because he knows where they can find Brenda's Mom.
- P.32-33 How do you know Miss B class is at the park? – I see grass, a fountain, a bandstand, a sidewalk, and lots of space for walking and playing.
- P.34-35 What do you think the children are doing while Miss B and the chaperones are getting the food ready? – I think the children are playing.
- P.36-37 What are the kindergarteners doing now? – They are eating cake and drinking punch in the park.
- P.38-39 How are a square, rectangle, and a triangle alike? - They all have straight sides. How are a circle, oval, and a heart alike? – They do not have straight sides, they have rounded or curved sides.
- P.40 – Where could the children have lost some of their things on this field trip? – The children could have lost them at the park, fire station.....

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

### **BEYOND**

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

- What was the setting 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?



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- **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

- Say the word dog. Have students tell the initial or beginning sound that is heard in the word dog
- The teacher will use about eight different word cards. The students will tell the beginning sound for each word on the word cards.

#### HIGH FREQUENCY WORDS

- Review the high frequency words – I, AM, THE, and LITTLE
- The students will repeat the words after the teacher.
- The teacher will look for volunteers to find the words on the word wall.
- Point to the word PAT on the book – Get Set, Roll reader 4
- Say – this is the name Pat – what letters are in Pat
- Continue with the words fire, expressway, zigzag, and splash.
- “Look for these words in the story today. A picture above each word will help you read it.
- “Today we will read a story about Pumper Pat”
- Point to the title: The title of the story is Pat. Look at the picture, what do you think the story will be about?
- Read the story together with the students.
- Then have the students break into small group and read the story.

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### PRELIMINARY PLANNING

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#### PA. Standards:

- **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

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Objective: Identify uppercase and lowercase Yy and Zz

- Display the Yy alphabet card and point to the uppercase Y. Point to the lowercase y and ask – “What is the name of the letter.”
- Use word cards for Yy
- Use the poem and have a student come up and highlight the letter Yy with special tape
- Display the Zz alphabet card - Say zigzag starts with Zz.
- Use word cards for Zz
- Use the Zz poem and have a student come up and highlight the letter Zz with the special tape.
- The teacher will read the poem for Yy and Zz. The students will repeat the poem after the teacher.
- WRITING:
- The students will learn how to write the letter Yy and Zz
- The students will write the letter in the sky.
- A few students will come to the board and draw a letter Yy and Zz
- The students will then write the letter on their white boards
- The students will then move to their writing stations where they will practice Yy and Zz

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