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| **Collaborative Lesson Plan Template** | | | |
| **Name of collaborative project: My Kindergarten Alphabet**  **Book!** | | **Grade Level: Kindergarten** | **Curricular Connections: Literacy- reading and writing** |
|  | **Library Media Teacher:** | **Technology Teacher:** | **Classroom Teacher:** |
| **Name:** | Judy Baechle | Brad Flickenger | Julie Kalvels |
| **Length of Unit:** | 1 class period (30min.) | 1 class periods (30min.) | 2 class periods (center rotations)  Various whole class lessons and possibly more center rotations. |
| **Approx. Start Date:** | Week of 10/22/12 | Week of 10/22/12 | Week of 10/22/12 |
| **Standards:** | 1.3c- Identify words orally according to shared beginning or ending sounds  2.1d- Actively engage in group reading activities with purpose and understanding  4.2a- Participate in shared research and writing projects  3.1d-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  4.1b- Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.  3.2b.iiv. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | NETS:  = Standard Utilized    1. Create original works as a means of personal or group expression  2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats  3. Locate, organize, and evaluate information from a variety of sources and media.  4. Plan and manage activities to complete a project  6. Select and use applications effectively and productively  Blooms Digital Taxonomy: | 2.3a.iv.-Recognize and name all upper- and lowercase letters of the alphabet.  2.3b.vi.- Identify phonemes for letters  3.2b.iiv. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  4.1b- Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.  3.2ai- Print many upper- and lowercase letters. |
| **Essential Question(s), Goal(s), Objectives:**  What do we want students to know and be able to do? | --Students will be able listen to a story and realize it has a purpose.  --Students will be able to identify and find pictures of worldly objects and determine what letter they begin with.  --Students will be able to investigate books and recognize pictures that begin with different sounds of the alphabet. | --Students will be able to navigate the mouse and click on different objects on the computer.  --Students will be able to open a program on the computer.  --Students will be able to maximize the screen by clicking on the box in the corner.  --Students will explore an alphabet website and find pictures that begin with different beginning sounds. | --Students will be able to recognize the letter names and sounds of the alphabet.  --Students will be able to identify and find pictures of worldly objects and determine what letter they begin with.  --Students will be able to sound out words and write the sounds that they hear.  --Students will be able to write some letters of the alphabet correctly. |
| **Type of Collaboration:**  Dependent or Independent | Dependent: Teacher must introduce the project and talk about the various parts before the library and technology teacher teach their lessons. | | |
| **Cross Curricular Skills Attained:**  How will students benefit from this collaboration? | --Students will be able to choose books for a particular purpose and find information from the resource. | --Student will be able to use letter and word recognition to navigate a program on the computer | --Students will be able to apply letter and word recognition to build the foundation for reading skills. |
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| **Teaching Responsibilities:** | **Day 2 (Tuesday afternoon):**  We have library on Tuesday afternoons. Be sure to have scheduled our 3rd grade book buddies to join us for this session. ABC books will have been pulled from shelves and put on a cart prior to our scheduled time.  \*This lesson will begin in the reading area with the students sitting next to their book buddies. My kids will have their ABC books attached to a clipboard and a pencil. The kindergarteners will explain the assignment and show their book to their book buddies. The librarian then confirms the assignment and asks the pairs to look through the kindergarteners ABC books to find a page that needs more pictures or words. They need to identify at least 3 letters. The librarian will then read the book *ABC Superhero*. The students will listen in particular for the three letters they chose they needed more pictures or words for. During the reading they are able to draw pictures of the words they hear. The book buddies can assist in drawing their attention to a particular word. They must whisper in order not to interrupt the story.  \*After the story the kindergarteners will interview their book buddies asking them words that begin with certain letters. They will flip through their book and ask letters that they need more pictures for. The librarian will model what the process will look like. The kids will draw a picture of what the book buddy says. They can try writing the word under the picture.  \*Next, everybody will go to the back of the library where tables are set up. There will be various ABC books from the library available. The book buddies and kindergarteners will work together to figure out which letters they need to fill out in their own ABC book and look through other ABC books to find more ideas of words and pictures they can add to their own.  \*At the end of the session the Kindergarteners will go through the book and tell the book buddies the letter names and sounds of all the letters. The book buddies can help if they need.  \*Throughout this lesson the librarian will walking around assisting were she is needed. She will have a camera and take pictures of the students working cooperatively. These will go up on my class website. | **Day 3 (Wednesday afternoon)**  \*Go to the computer lab. Each child has a clipboard with their book attached.  \*The children are to turn on the computers, go to student links page on the Bethke website and click on the ABC link.  \*The teacher will demonstrate how to use the program using the SMART board at the front of the room. The students will click on a letter of the alphabet. A picture will appear that begins with that letter.  \* The children will look in their books and identify letters they need more objects for. They will write a number on the back as a goal for how many pictures they would like to add to their books. The kids will work on their own finding objects to add. The teacher will walk around assess progress and guide those who need help navigating the program or finding letters.  \*At the end of the session the kids will get with a partner and compare each other’s charts books. If the neighbor has a word written down that they don’t have they can add that word to their book. This gives the students time to collaborate and learn from each other! | **Day 1 (Monday):**  Our day begins with a 20 minute whole class lesson followed by rotating through four separate center rotations every 20 minutes. They are grouped according to reading ability.  The teacher will introduce the assignment whole class.  \*The students will pretend that they have to teach the upcoming Kindergarten class their ABC’s. They are going to create their very own ABC book to help teach them the alphabet. Show an example of the book. Explain that they will be using lots of resources to find pictures of objects that begin with the different letters. They will be using books in the library, searching on the computer in technology and looking through magazines in our class. They will be required to draw pictures and write words underneath the pictures. Their 3rd grade book buddies will be involved in helping them with various parts of the books. Their homework for last week was to take pictures of 6 things at home that begin with different letters. They will have those pictures and paste them in the appropriate place in their book. Talk about what the final product will look like. Come up with an assessment rubric on what the final product will consist of. Some parts of the rubric will be organization, handwriting, pictures, words, and presentation. How many examples will be on each page? The students will make an individual goal to determine this number. They can write their goal on the back of their book.  \*Today during one of the center rotations they will be cutting out the pages of the books. Talk about how neat the book needs to be, they must take their time and cut on the line. They don’t want the pages in their book to be different sizes. Take an example and show them what you mean by messy cutting. Then show how they should cut. A parent volunteer will be at the table and guiding them how to keep the ABC pages in order as they cut. They will put the book together and staple.  **Day 2 (Tuesday):**  Today two of the rotations will involve working on their books. Review the rubric with the whole class.  **Center 1**: At Mrs. Thompson’s table, my Para, they will be writing the title and creating an ABC border around the front cover. They will glue the 6 pictures from the previous week’s homework assignment in their books. If time allows they will start going through the different pages and practice writing the lowercase letters by writing a row of the letter on the bottom of each page. Mrs. Thompson will model and then they are on their own. Mrs. Thompson will reinforce pencil grip and forming the letters correctly. Mrs. Thompson will have a spreadsheet with an area to write notes on individual children’s ability to form letters.  **Center 2**: A parent volunteer will be leading this table. The students will be looking through pictures in magazines and cutting out and pasting pictures in their books according to the beginning sounds. When describing the activity for this center the teacher would have modeled how to cut and paste neatly with nothing hanging off the sides. And how to organize pictures in a straight line. After gluing the pictures they are to take a pencil and try sounding out the word and writing the sounds they hear under the picture. The parent will be told not to tell them how to spell the word, but they can say it slowly and have the student’s write the sounds they hear. It does not have to be right. When transitioning between centers the teacher will make a big deal about the writing and how many pictures they were able to find. She will set the bar high and pose to the next group to see if they can find even more than the last group. The parent will have bob bucks to pass out to children trying their best.  \*At the end of center time the students will put their book at their tables and go on a book walk. They will walk from table to table looking at each other’s books. They will be asked to think of one thing that they liked and one thing that they think could be better. Sit everyone on the carpet and share ideas with the class. Talk about what was hard about creating the books. Talk about what some kids did to overcome the difficulty they had.  \*The classroom teacher will assess the progress of the groups and she may have them continue the same centers tomorrow. For example, the writing of each letter across the bottom of each page will be an ongoing activity at Mrs. Thompson’s table throughout the whole week if needed.  \*Flexibility is the key. The teacher may have to stop and reteach a skill or demonstrate better. The students might have a creative idea that they want to add to their books. Allow and nurture this excitement!  **Day 4 (Thursday)**  \*During center rotations when they come to my table we will talk about their books. The students will look through their books and score them using the student created rubric. I will then score them and we will compare scores. If there is extra time they will read through their books.  **Day 5 (Friday)**  This is our normal book buddy time. The children will get to practice reading their books to their book buddy pretending to be teaching them the letter names and sounds. The book buddies will have a checklist in front of them and to check off if the kindergartener read the name and sounds correctly. I will have a video camera and be taping parts of this session. Throughout various stages of creating their ABC book I will record children working and collaborating with each other and assemble a video at the end, which will be placed on my classroom website. |
| **Differentiate:** | Book Buddies: Our book buddies are already paired up according to reading abilities. My high kids are grouped with the 3rd graders lower kids and vice versa. These groups were determined after initial DRA 2 testing at the beginning of the year.  Writing words: Students who cannot write the word on their own, which is my lowest ability group, the book buddies will sound out the words individually while the student writes the sounds they hear. They can look at the books to help know how to write the words. For Leilany, who does not know any letter names and sounds the book buddy may take a highlighter and write the word for her to trace.  For the children who can write the words independently, they will come up with a sentence. With the assistance of their book buddy they can write the sentence of the page.  ELL- I have one ELL student. This lesson supports her because it is very visual. Teacher and book buddy can make sure that she is discussing the pictures and words they are writing. Allow her to speak and explain her book and what she has drawn or written. | Seating arrangements in the lab: In the computer lab, Mr. Flick assigns seats by sitting those who might need more help with those that are tech savvy. He determined the groupings after observing his first class period. He also sits Leilany, my ELL student, on the computer closest to him at the front of the class.  Writing words: See teachers section of how writing is differentiated.  Headphones: Headphones are attached to all the computers. When the letter is pressed the computer says the name and sound of the letter. It also says the name of the word. This helps with ELL students. | Cutting: When cutting out pages for their ABC books, those children that have not mastered scissors will cut out a page, and then a parent will cut out a page. They will take turns cutting using scissors. Everyone else will be expected to cut independently.  Handwriting: When writing the letters on the bottom of each page Mrs. Thompson will observe how letters are being formed and if she sees a student who needs assistance she will write some letters with a highlighter for the child to trace and then the child can try on their own again.  Writing words: Students who cannot write the word on their, which is my lowest ability group, the parent will sound out the words individually while the student writes the sounds they hear. The parent may also point to the alphabet chart on their desk top name tag if they need help recognizing the letter. For Leilany, who does not know any letter names and sounds the parent may take a highlighter and write the word for her to trace.  For the children who can write the words independently with no help, they will be challenged to write a sentence using one of the words. Parents can remind them to have spaces between their words and begin with a capital letter and end with a period. |
| **Assessment:**  Include any tools:  (rubric, checklist, exit ticket) | Mrs. Thompson will have a spreadsheet to assess the student’s ability to form letters correctly.  A class created rubric will be used to hold the students to a high standard when making their books. At the completion of the book the students will be able to score their own books. The teacher will also score their books. They can compare scores.  During the sharing session with their book buddies, the book buddies will have a checklist of the ABC’s for them to check if their kindergartener said the name and sound correctly.  Throughout all the lessons and reflection sessions all the teachers will be making informal observations checking for understanding of letter knowledge and sounds. Teachers will make note of the children’s ability to find pictures and determine what letters they start with. If I determine that someone needs more assistance in completing their book or does not understand I might pull them aside during quiet time for one to one reinforcement.  Those students who are struggling with the concept of letter names and sounds I have already identified. Those students go to an intervention group for 20 minutes, four days a week. They can bring their ABC books to this group and read/share their book with the teacher. The teacher can address the letters they have been focusing on for the week. | | |
| **Culminating Task/Product:** | Students will be creating an ABC book. They are to pretend that they have to teach the letter names and sounds to my Kindergarten class next year. After completing their alphabet book they must read the book to their book buddies practicing how they would teach the letter names and sounds to the new kindergarten class. | | |
| **Resources Needed:**  Technology, Materials, URL’s | Put this link on the student links section of the Bethke Website.  <http://www.juliasrainbowcorner.com/html/a2z.html>  Schedule two separate sessions with our 3rd grade book buddies  Schedule two computer lab sessions with Mr. Flick  A range of ABC books from the library, including *ABC Superhero*.  Clipboards, pencils, crayons, glue  Magazines for children to search for and to cut out pictures  ABC book templates – Attached a copy of something similar to what I would use. I would change it to have lines for writing some sentences for the more abled and I would have the students create the front cover.  Homework assignment for the home/school link  Chart paper for the student created Matrix  Spreadsheet to assess letter formation  Checklist of ABC’s for book buddies to assess knowledge of names and sounds  Video camera  Camera | | |
| **Reflection on Lesson:**  What worked? What needs to be revised? How did you personally benefit from this collaborative project? Actual time needed to complete lesson/unit? |  | | |

"I see and I forget. I hear and I remember. I do and I understand."