**Background Information**

This is a lesson I created for my literacy block. It consists of a 20 minute whole class lesson, and then the children break out into literacy stations. This consists of the students rotating through 4 different stations every 20 minutes. The children are grouped according to their reading abilities. I teach guided reading, my Para (teacher assistant) teaches writing, and the other two stations are parent led. The first lesson plan is the whole group activity followed by lesson plans for my four different reading groups. The last page tells what the other 3 groups are doing at their stations.

The technology used in this lesson is the SMARTboard. The learning theory I mostly use is the constructivist theory. The children are active participants, rather than passive listeners. Throughout the lesson I have written side comments explaining when the activity applies to Marzano’s nine strategies, UDL or the constructivist theory.

Things I added to the lesson are in blue. When looking through my lesson I found that a lot of what I already had fits with the pedagogy and strategies. It made me happy to know that I naturally already incorporate many of the standards in my every day lessons. I have a microphone I use in the classroom that hangs around my neck. Along with that I have a hand held microphone that the kids can use. I added this part in blue to my lesson plan. I initially did not have it written in my lesson plans, because I automatically use them every day.

I ring a bell when it’s time for the students to switch stations. During this transition time I give them opportunities for movement. For example, one time I might ring the bell and say, “everyone drop to the ground and give me pushups, count by 5’s to 50 when counting” or “give me 10 jumping jacks, each time you jump say a word that rhymes with cap.” I usually reinforce a skill that we are working on in class.

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**Lesson Plan**

Created by: Julie Moore

Date: 2-1-12 (revised 8-15-12)

Content Area: Literacy

Grade Level: Kindergarten

**Whole Group Literacy Lesson**

1. **Title of lesson**: Phonemic Awareness

2. **Standards**:

 1.3g- Identify the initial, medial and final phoneme of spoken words

 2.3b- Isolate and pronounce the initial, medial vowel, and final sounds

 in CVC (consonant, vowel, consonant) words

 2.3b- Blend and segment onsets and rimes of single-syllable spoken

 words

3**. Evidence Outcomes:**

 1. Students will be able to listen to a word and blend the sounds they

 hear to form a word. CVC words and the digraphs sh and ch

 2. Students will be able to read CVC words and sort them according to

 their middle sound.

4. **Materials and resources:**

 1. SMART board created lessons

 2. Wipe off bibs

 3. Microphone

5**. Description of lesson/activity (kids are sitting on the carpet)**

 1. Today we are going to practice what good readers do. A good reader

 sees a CVC word, says the sounds quickly, blending them together.

 The more they practice the faster they blend until they don’t even have

 to sound out the word. They just look at the word, and say it. Practice

 makes perfect!

 2. Pass out letter bibs h, m, t, p, d, a, i, o. Children with the bibs on will

 stand in a line at the edge of the carpet. Listen to the word I say.

 “hat” Have a child come up and move the children with the correct

 letter bibs to the front of the room and blend the sounds they hear to

 make the word. The child will take a microphone and blend the

 sounds together into the microphone and then say the word. At the

 same time a different child can go up to the SMART board and

 rearrange the letters to spell the word “hat” on the board. Let him/her

 blend the letters into the microphone too. After the word has been

 formed ask the class to show thumbs up or thumbs down if it is correct

 or not. Choose different kids and continue with other CVC words.

This moves along at a rapid pace, with lots of moving around. I sometimes tease kids and say ok, it’s my turn. I’m going to spell the work bat, and I grab the children with bibs on and it actually spells bit, not bat. The kids all laugh and say nooooo! I ask why it doesn’t spell bat and they make the change. Another time I might say, well if I take bat and replace the ” b” with an “m” what word would I spell? “Mat.” I keep the energy high and things are happening quickly. The kids are very interested and very engaged!

 3. Review the sounds that sh and ch make. Say a word and show a

 picture of the word. Have the children come up to the SMART board

 and blend the sounds they hear to make a word. Sometimes I might

 say how do you know that spells “chin?” Then the student will

 explain.

 3. Middle sound sort. Read the CVC word on the SMART board and

 sort it into the appropriate circle depending on what sound they hear in

 the middle.

 4. Pass out bibs with CVC words written on them. The kids will walk

 around the room and count by 5’s to 50. When they get to 50 they

 will stop and read the word of the person next to them. Repeat as time

 allows.

 6. Discuss work station activities for the day.

6. **Assessment of Lesson:**

 1. Observation of blending letters together to form words.

 2. Observation of how they blend and read the CVC words.

 **Lesson plans for 4 different Guided Reading Groups**

***Group 1 (Gingerbread Kids)* – 9:00-9:20 (Reading Level B Books)**

1. **Title of Lesson:** Reading skills

2. **Standards**:

 2.3e- Read emergent-reader texts with purpose and understanding

 2.3b-Blend and segment onsets and rimes of single-syllable spoken

 words.

 2.3b- Add or substitute individual sounds in simple, one-syllable

 words to make new words.

3**. Evidence Outcomes:**

 1. Students will be able to follow along and read 1 to 1using reading

 strategies to help them decode words.

 2. Students will be able to sound out and blend CVC words.

 3. Students will be able to manipulate letters to make words from

 the -ap and -an word families.

4. **Materials and resources:**

 1. Book- *A Nap and a Map* (Reading A-Z Decodable 4)

 2. Pocket letters

 3. CVC Fluency boards and wands

5**. Description of lesson/activity**:

 1. Pass out the book from yesterday *A Nap and a Map*. Review the

 reading strategies that good readers use. Re-read the book

 going around the table and having everyone read one page at a time.

 Take running records. Refer to reading strategies and teaching

 moments when they arrive. When reading I always give constant

 positive feedback and when a child uses a reading strategy I always

 repeat what they did and give them praise by saying “you just did

 what good readers do.”

 2. Pass out the letters f, a, n, p, r, c, m. I will say a word and the children

 will find the letters to make the word on their sound spelling boards.

 We will practice on pointing and blending the sounds to make words

 from the –ap and –an word families.

 3. For the last minute pass out the sound fluency boards and wands.

 Read and blend the CVC words.

6. **Assessment of Lesson:**

 1. Observation and listening to them read (running records)

 2. Observation of making words

 3. Observation of how they blended the CVC words

***Group 2- (Pink Tigers)* 9:20-9:40 (Reading Level C Books)**

1**. Title of lesson:** Reading Skills

2. **Standards**:

 2.3e- Read emergent-reader texts with purpose and understanding

 2.3b- Blend and segment onsets and rimes of single-syllable spoken

 words.

 1st grade: 2.2- Decoding words require the application of alphabetic

 principles, letter sounds, and letter combinations.

3. **Evidence Outcomes:**

1. The students will read for fluency using reading strategies.

2. The students will be able to blend and read words from

 the -am and -ap word families.

3. The students will practice reading CVC words fluently.

4. **Materials and resources:**

 1. Two books- *I Can Be* and *Sam and the Sap* (Reading A-Z Decodable 5)

 2. CVC Fluency boards and wands

5**. Description of lesson/activity**:

1. Re- read the book *I Can Be*. Read going around the table with

 everyone reading one page at a time. Take running records.

 2. Pass out the new book *Sam and the Sap*. Do a picture walk, by looking

 through the book and talk about the pictures. Ask them what they

 think is going to happen in the book. Discuss the meaning of sap.

 3. Read the book once together.

 4. Read again with each child reading a page. Take running records.

 5. Read one more time with a partner.

 6. Pass out CVC fluency boards and wands. Have students read the

 words as fast as they can. They are reading the words independently

 at their own pace.

6**. Assessment of Lesson:**

 1. Observation- pay attention to use of reading strategies

 2. Running records

 3. Observation of how they blended the CVC words in their book and on

 the fluency boards

***Group 3- (Bobcats)* 9:40-10:00 (Reading Level D Books)**

1**. Title of lesson:** Reading Skills

2. **Standards**:

 2.3e- Read emergent-reader texts with purpose and understanding

 2.3b- Blend and segment onsets and rimes of single-syllable spoken

 words.

 1st grade: 2.2- Decoding words require the application of alphabetic

 principles, letter sounds, and letter combinations.

3. **Evidence Outcomes:**

1. The students will read for fluency using reading strategies.

2. The students will be able to blend and read words from

 the -en and -et word families.

3. The students will practice reading CVC words fluently.

4. **Materials and resources:**

 1. Two books- *The Busy Pond* and *Ten Pets* (Reading A-Z Decodable 15)

 2. CVC Fluency boards and wands

5**. Description of lesson/activity**:

1. Re- read the book *The Busy Pond*. Read going around the table with

 everyone reading one page at a time. Take running records.

 2. Pass out the new book *Ten Pets*. Do a picture walk.

 3. Read the book once together.

 4. Read again with each child reading a page. Take running records.

 5. Read one more time with a partner.

 6. Pass out CVC fluency boards and wands. Have students read the

 words as fast as they can.

6**. Assessment of Lesson:**

 1. Observation- pay attention to use of reading strategies

 2. Running records

 3. Observation of how they blended the CVC words in their book and on

 the fluency boards

***Group 4 - (Rockies)* 10:00-10:20**

1. **Title of lesson:** Reading Skills

2. **Standards**:

1st grade: 2.1- Comprehending and fluently reading a variety of

 literary and informational texts.

 1st grade: 2.2- Decoding words require the application of alphabetic

 principles, letter sounds, and letter combinations.

3**. Evidence Outcomes:**

 1.The students will read for fluency using reading strategies.

 2. The students will be able to answer comprehension questions

 about a text they read.

 3. The students will practice reading CVC words fluently.

4. **Materials and resources:**

 1. Two books: *On the Job* and *Hugs* (Reading A-Z level E)

 2. Comprehension questions sheet

 3. CVC Fluency boards and wands

5**. Description of lesson/activity**: (Christian, Anna, Tyler)

 1. Pass out book *Hugs.* Look at front cover. What do you

 think it might be about? Look through pictures.

 2. Read the book once together.

 3. Read again with each child reading a page. Take running records.

 4. Answer comprehension questions about the book.

 5. Pass out CVC fluency boards and wands. Have students read the

 words as fast as they can.

6**. Assessment of Lesson:**

 1. Observation- pay attention to use of reading strategies

 2. Running records

 3. Observation of how they blended the CVC words.

\*(Juliana, Engle, Elyssa) Check out another AR book from the library. Read twice. Take a comprehension test on the computer.

***Independent Work Stations***

**Mrs. Thompsons Group- (Para)**

Writing: Remember yesterday when we read and watched the video on Abraham Lincoln. Brainstorm ideas that you could write about. The teacher will make a web of the ideas the children suggest. The children are to write at least three sentences about Lincoln. When finished they can begin to make the art project of his head and top hat.

**Table 1- (Parent led)**

\*Read and make CVC words. Each child will have a bag with CVC words and a magnetic pan tray with letters of the alphabet. The children will reach into their bag and read the word. They will then find the letters to make the word. They must read and blend the letters together out loud following along with their fingers.

Before starting have the children write down on a post-it note how many words they think they can make in the 20 minutes. If they research their goal they can get a bob buck.

\*If time allows the children can get a middle sound sort-board and sort the words in their bags.

\*Rockies group- this group will have to think and make as many words as they can using the magnetic letters. Encourage them to make ch, sh, th, and wh words.

**Table 2- (Parent led)**

\*Roll-a-Word Game: Each child gets a pair of letter dice. One dice has beginning sounds and the other one has ending sounds. They roll the letter dice and write down the word it makes. Write down all words even if it’s a nonsense word. Circle the words that are real and cross out the ones that are not real. If time allows they will turn their paper over and write sentences on the back using the words they’ve made.

\*Rockies group- will have a dice with 4 letters while the other groups will be making words with 3 letters.