

Lesson Plan Template

Date: _____

Grade: Kindergarten	Subject: Reading/Daily 5																								
Materials: <ul style="list-style-type: none"> • Magnetic boards/letters • CVC book <i>The Nut</i> • Dry ease markers and boards 	Technology Needed: N/A																								
Instructional Strategies: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Direct instruction</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</td> </tr> <tr> <td style="border: none;"><input checked="" type="checkbox"/> Guided practice</td> <td style="border: none;"><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Socratic Seminar</td> <td style="border: none;"><input type="checkbox"/> PBL</td> </tr> <tr> <td style="border: none;"><input checked="" type="checkbox"/> Learning Centers</td> <td style="border: none;"><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Lecture</td> <td style="border: none;"><input type="checkbox"/> Modeling</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Technology integration</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Other (list)</td> <td style="border: none;"></td> </tr> </table>	<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning	<input checked="" type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL	<input checked="" type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Large group activity</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Hands-on</td> </tr> <tr> <td style="border: none;"><input checked="" type="checkbox"/> Independent activity</td> <td style="border: none;"><input type="checkbox"/> Technology integration</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Pairing/collaboration</td> <td style="border: none;"><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Simulations/Scenarios</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Other (list)</td> <td style="border: none;"></td> </tr> </table> Explain:	<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on	<input checked="" type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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Standard(s) R.3.K. Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> 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. 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 RF.1.K. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize spoken words are represented in written language by specific sequences of letters. c. Understand words are separated by spaces in print. d. Recognize and name all uppercase and lowercase letters of the alphabet 	Differentiation Below Proficiency: Students will write their sight words after I have them written on a board and copy them. Students will make their words based off the ones I have made. Students will read aloud with me, together. Above Proficiency: Students will write sight words that are more difficult on average. Students will have to write CVC words from memory with no clues. Students will read their books independently and then go back and point out any difficult words. Approaching/Emerging Proficiency: Modalities/Learning Preferences: Kinesthetic- hands on learning, build their CVC words Auditory- hearing the words out loud then writing them Reading- reading their CVC books, independently																								
Objective(s) <ul style="list-style-type: none"> - Students will write sight words after hearing them said out-loud. - Students will spell out CVC words using magnetic letters. - Students will find CVC words in text. - Students will “Un” read book independently. 																									
Bloom’s Taxonomy Cognitive Level: Apply																									
Classroom Management- (grouping(s), movement/transitions, etc.) We will be in small groups and the students will do the activities independently. The group will be sitting at a table. The group is determined by pervious assessments given by Miss Harris, based on skill level.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Expectations are that the students are respectful of the learning to themselves, others, and the teacher. Level 2 voices while doing the activity.																								
<table style="width: 100%; border: none;"> <tr> <th style="width: 10%; border: none;">Minutes</th> <th style="border: none;">Procedures</th> </tr> </table>	Minutes	Procedures																							
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2	Set-up/Prep: <ul style="list-style-type: none"> - Set up table with <ul style="list-style-type: none"> o Magnetic boards with letters o “Uu” book o Dry easer boards and markers 																								
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) We are going to do our daily 5 activities I will take group number two at the back table! <ul style="list-style-type: none"> - We are going to build our CVC words, write out sight words, and read our book - You guys ready to learn today? You guys are used to do doing these activities with Miss Harris, I hope you are okay doing them with me today, but I think we are going to have fun.																								
2	Explain: (concepts, procedures, vocabulary, etc.) Building CVC words <ul style="list-style-type: none"> - I will have the students take off all their vowels (are a different color) 																								

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		<ul style="list-style-type: none"> - Along with the letters h, p, t, and g - They will make 4-5 words either completely remaking words like show me “hug” <ul style="list-style-type: none"> o Sound it out “h” “u” “g”, say it together o Whole new word o Show me pat—“p” “a” “t” o Now show me “hat” “h” “a” “t” o I will do this a couple different time, recording which ones they can make and the ones they have trouble with <p>Writing sight words</p> <ul style="list-style-type: none"> - I will have a list of 3-4 words that the students will have to write out on their marker boards - They will have to do this independently - I can repeat it but I will make sure they attempt to write the word at least once independently before we can move on to the next word <p>Reading the story</p> <ul style="list-style-type: none"> - “Lets look for an CVC words in our story and do a quick picture walk through the story.” - Go page to page not reading yet but just looking for any CVC words we see, we don’t have to find all of them but at least one a page - After that I will have them read the book to themselves - I will have them read aloud to me each once <ul style="list-style-type: none"> o I will write down any words that they have trouble with
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Building CVC words</p> <ul style="list-style-type: none"> - They will make 4-5 words either completely remaking words like show me “hug” <ul style="list-style-type: none"> o Sound it out “h” “u” “g”, say it together o Whole new word o Show me pat—“p” “a” “t” o Now show me “hat” “h” “a” “t” o Can you sound it out loud to me? o What is that word? <p>Writing sight words</p> <ul style="list-style-type: none"> - I will have a list of 3-4 words that the students will have to write out on their marker boards - They will have to do this independently <p>Reading the story</p> <ul style="list-style-type: none"> - “Lets look for an CVC words in our story and do a quick picture walk through the story.” - Go page to page not reading yet but just looking for any CVC words we see, we don’t have to find all of them but at least one a page <ul style="list-style-type: none"> o - After that I will have them read the book to themselves - Read at least a page to me out loud - “What was the story about?” - “What about nuts?” 	
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - What words did we write out today? - What was the most interesting part of our activity? - We will switch groups or clean up daily 5 and go to a new activity. <ul style="list-style-type: none"> o Sit at your sit spots o Or go get out your language games 	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>I will be observing what words they can spell or not using a sheet to mark either a + or – if they got the word or not. This will help to figure out where the students are going and how they have been learning.</p> <p>Back-up Plan</p> <p>Doing activities for daily 5 that are independent</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>No summative</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

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I really liked doing the small group of daily 5, listening to them read and help them spell some words. It was nice doing a small group lesson instead of doing the entire class. It was easier to see where they still needed some help or where I could push their skills. I had a little bit of trouble keeping the voice level down, part of it was that they were excited that I was doing their group in daily 5. But we got all the pieces we needed to get done, done. I wish I could have really documented how they did but I didn't get a chance to do that or understand that process better than just an overview of it all.

I think what I would do if I did it again is to write down the process so that I can remember what to do better, because it was hard to remember all the aspects.