Name: **Katherine Hunt**

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| **Lesson Title** | Alphabet Mystery: Learning Letters and Sounds |
| **Grade Level(s)** | Kindergarten |
| **Essential Question***This should be a “how or why” question that helps you and the students focus on the “big idea(s)” of the lesson.* | Why is it important to know my letter names fluently?How does knowing my letter sounds help me read fluently? |
| **Standard(s)***You will select an ELAGSE standard and/or substandard(s) that complement the essential question, focus, and purpose of your lesson.*  | **Print Concepts**ELAGSEKRF1d. Recognize and name all upper and lower case letters.**Phonics and Word Recognition** ELAGSEKRF3a. Demonstrate basic knowledge of one-to-one letter sound correspondence by producing the primary or many of most frequent sounds for each constant. |
| **Assessment***Explain how you will determine your students’ understandings of concepts from the lesson.* | * Discuss book and let them answer broad questions
* Call students up in pairs and allow them to pick out letters from the pan with the grabbers
* They will tell me the letter, sound, and a word that starts with that letter
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| **Hook - Attention Getter** *How will quickly gain the students attention, link to their prior knowledge, and engage them in the lesson?* | * Show the students the bag
* Talk about the “very special bag”
* “Do any of you know some of the letters on my bag?”
* “What is interesting about my bag?”
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| **Introduction***How will you introduce the lesson* | * “Alright boys and girls, I’ve heard one of these letters has gone missing.”
* “Let’s take a look and see if anyone can find our missing letters”
* “It is a mystery, so we will all have to pay close attention.”
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| **Instructional Strategies and Planned Supports***Use a bulleted or numbered format to communicate the procedures for the lesson. Include step-by-step* *information about exactly what you and what the students will do.* | * I will have the students all seated on the rug in their predetermined “thinking squares”
* I will show the bag and talk about it.
* I will ask questions about what they think about the book and do the introduction.
* I will read the book and ask questions throughout the book to keep students engaged.
* I will announce my activity.
* The class will break into small groups to rotate through my activity in three different groups with seven students in each group.
* The dry beans and letters will be emptied into the pan and mixed around.
* I will give clear instructions to the students as they come to my group.
* Each child will be called up one-by-one to use the pinchers to select a letter from the tub.
* The child will identify the letter, the sound, and a word that starts with the letter.
* The children will each be called up and have a second turn as time allows.
* The groups will rotate through until I see every child.
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| **Closure/Wrap Up***How will you close the lesson in 1-2 minutes? This should include a brief review and connection back to your essential question. Quick summary of the lesson with students.* | I will end each group with a wrap up.* “What did you learn today from the book?”
* “Even if we don’t use a letter a lot, are they still important to our alphabet?”
* “Just like x, he wasn’t used so much, but he is still very important.”
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| **Instructional Supports****Resources and Materials Used to Engage Students in Learning***Be specific in listing the resources and supplies needed to understand what you and the students will be doing.* | * The book *Alphabet Mystery*
* A round tub/pan large enough for contents to be hidden in beans
* Dry beans (1 large bag)
* Two sets of plastic 3D letters
* Two large plastic tweezers
* One Ziploc back to hold letters
* Medium size gift bag
* Stickers, markers, stencils to decorate bag

Discussed standards with host teacher and used a family friend for the book and to bounce ideas off of. |