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 |
| **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?” |
| **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.” |
| **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. |
| **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.” |
| **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. |