

LANGUAGE ARTS SAMPLE LESSON PLAN

GRADE: Kindergarten

STANDARDS:

K.FFR.1: The student will apply knowledge of how print is organized and read.

K.FFR.2: The student will orally identify and produce various phonemes within words to develop phonemic awareness in support of decoding and encoding.

K.FFR.3: The student will apply phonetic principles to read and spell words.

K.RL.1: The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard.

K.RV.1: The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.

K.FFW.1: The student will print legibly in manuscript.

K.W.1: The student will write in a variety of forms, linked to kindergarten content and texts.

K.C.1: The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

LEARNING TARGETS:

- I can follow words from left to right and from top to bottom on a printed page, including the return sweep from line to line.
- I can break down vocabulary words into their syllables.
- I can identify capital and lowercase letters of the alphabet.
- I can demonstrate knowledge of letter-sound correspondences to blend CVC words.
- I can use letter-sound correspondences to read grade-level high frequency words.
- I can demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.
- I can discuss meanings of words from a text and use these words in phrases during discussions with a partner.
- I can use functional pencil grasp for letter formation and accurately and automatically print capital and lowercase letters of the alphabet independently.
- I can use a combination of drawing, dictating, and writing to write an expository sentence.
- I can participate in collaborative discussions about a read-aloud by listening actively, waiting for a turn to speak, and expressing ideas in complete sentences.

PHYSICAL MATERIALS

- Student whiteboards
- Projector or Smartboard
- Dry erasers
- Dry erase markers
- LCD writing tablets
- Student technology (e.g., iPads)
- Read, Write, and Illustrate packets

DIGITAL MATERIALS

- Daily Slides
- Lexia

- Roll and Write packets

PHYSICAL MATERIALS CONTINUED

- Dice
- Pencils
- Library books
- Anchor chart paper
- Thick teacher markers
- Student journal (i.e., blank and lined paper)
- Benchmark alphabet cards
- Snowflake letters
- Bingo:
 - Sight words
 - Alphabet
- Sight words cards
- CVC cards

LITERACY CENTERS

- Library
 - Students may choose a book to read silently
- Lexia
 - Students engage in tailored instruction on their personal iPad to practice various literacy lessons
- Read, Write, and Illustrate
 - Students get packet from writing folder
 - Read a simple sentence comprised of high-frequency and CVC words
 - Trace the sentence.
 - Write the sentence.
 - Illustrate the sentence.
- Roll and Write
 - Students have a clipboard, worksheet, pencil, and die
 - Students roll the die and that corresponds to a CVC or high-frequency word they read and then practice writing

SMALL GROUP INSTRUCTION

- Groups A & B:
 - Phonics alphabet review
 - Encode letters on LCD writing tablets
 - Blend encoded letters
- Group C:
 - Blending
 - Benchmark decodable
- Groups D & E:
 - Decodables
- Fun Friday:
 - Letter bingo
 - Sight words bingo
 - CVC word slap jack

DIFFERENTIATION STRATEGIES

- During whole-group time:
 - Provide sentence stems for Multilingual and striving learners
 - Blue/yellow partners for turn and talk
 - Students are grouped by ability (striving learners with on-target learners, on-target learners with above-level learners, and triads created for Multilingual students who need more support practicing English)
 - Ask additional and more detailed questions for on-target and above-level learners
- During small-group time:
 - Achieved through small group instruction and student use of Lexia
 - Flexible groups are created from winter VALLSS data and weekly phonics assessments

REAL WORLD CONNECTIONS

- Transportation
- Technology

LESSON PROGRESSION

Small Groups ~25 mins	Small group instruction and literacy centers detailed above
Explicit Handwriting ~5-10 mins	<ul style="list-style-type: none">● Students get their whiteboards, dry erase markers, and dry erasers, then sit on the carpet● Model forming a capital K<ul style="list-style-type: none">○ Students then practice on their own boards across an entire row○ I circle around and offer individual support when needed● Model forming a lowercase k<ul style="list-style-type: none">○ Students then practice on their own boards across an entire row○ I circle around and offer individual support when needed
Vocabulary ~5 mins	<ul style="list-style-type: none">● Display vocabulary slides and introduce vocabulary word● Students repeat the word in choral response● Students clap out the syllables● Provide definition● Students repeat definition in choral response● Model the vocabulary word in a sentence and ask a question to engage students in using the new word● Create movement to represent the word● Repeat each word, definition, and movement with each new word added

<p>First Reading: "1, 2, 3, Blast Off!"</p> <p>~15 - 20 mins</p>	<ul style="list-style-type: none"> ● Read page, by page ● Pick out details to ask choral response <ul style="list-style-type: none"> ○ The main character is: ○ The setting is: ● Take time to ask what happens first, next, and at the end with blue/yellow partners to practice turn and talk and to highlight individual responses ● Each time we add a new detail to our SEAL poster, we go back over all the details again, which encourages participation and increases comprehension
<p>Writing</p> <p>~15 - 20 mins</p>	<ul style="list-style-type: none"> ● Reference previous lesson in which we created an anchor chart, as a class, to come up with how we get to school each day ● "I'm a Writing Superstar" song ● Model my own sentence and how I reference the brainstorming web to help me ● Post sentence stem on the board and have anchor chart visible for students ● My table becomes open to my students who need extra support forming their letters and staying on task