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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Nina Paterson** |

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| **Grade** | Kindergarten | **Topic** | Wednesday LA Work Sort – Letters Cc/Ss |  |
| **Date** | Wednesday, Nov.25, 2020 | **Allotted Time** | 45 minutes |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC’s New Curriculum. (2016). British Columbia Ministry of Education. Retrieved from: <https://curriculum.gov.bc.ca/>  First Nations Education Steering Committee (FNESC). (2014). The First Peoples Principles of Learning. Retrieved at [http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP- POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf](http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-%20POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf)  *F is for Feelings* by Goldie Millar and Lisa A. Berger  Phonics Sound Sort: Letters Cc/Ss  Work sort seating arrangement | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| This lesson is relevant as students are making their way through the Jolly Phonics program. This week we are doing letters Cc/Kk. The letters will be continued through the week, with a different activity each day. Wednesday is work sort day. Students have been practicing writing Cc/Kk, and in this lesson they will be working on their connections of the letters to sounds. The sort will only be using the letter Cc, not Kk. Kk will be practiced in another upcoming work sort. There will be a longer introduction in this lesson, because students are having a difficult time with the letters and sounds of Cc and Kk. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
|  | **-Students are learning to connect images to sounds**  **-Students must think critically when saying their word in order to determine the correct sound**  **-Students must reflect on their knowledge of each sound and of each image**  **-Students must use their own critical thinking, rather than rely on the knowledge of others. Seating chart places students with other students of their own ability.** |  |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning is embedded in memory, history, and story.  Learning takes patience and time. | **Each week, students use stories, songs, puppets, and images to learn about each letter of the alphabet. Students are asked each week to use memory in recalling their past letters through their letter songs, stories, actions, and sounds.**  **Students must be patient and not get discouraged when they are having trouble connecting images to sounds. This learning is learning that they have undertaken over the course of the year thus far. Students can recognize this accomplishment.** |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***  Language Arts K  Big Idea(s):  Stories and other texts can be shared through pictures and words.  Playing with language helps us discover how language works  *Essential or Guiding Question(s):*  What sound does each image start with?  What letter does each image start with?  How do we know?  Can we use our previous knowledge to determine what letter each image starts with? |
| ***Do***  Curricular Competencies (Learning Standards):  Use developmentally appropriate reading, listening, and viewing strategies to make meaning  Explore foundational concepts of print, oral, and visual texts  Use sources of information and prior knowledge to make meaning |
| ***Know***  Content (Learning Standards):  Metacognitive strategies  Oral language strategies  Letter knowledge |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Demonstrating respect and full body listening at carpet

Cut and glue the letter work

Sort their letter work

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Completed letter work sheet

Individual Phonics interviews with Ms. P and/or Ms. Nicholson

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | Students will learn about the sounds that the letters make by sorting words that start with these letters. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will do their best to sort their words with minimal help from teachers. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to stay on task when sorting their work, and provide their finished work to the teacher. |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do  Students need to understand what their job is at their tables.  Students need to recognize what word the image represents, or ask a teacher for help.  Students need to complete their work sort to the best of their ability.  Access/All | Students can do  Students can get all their images sorted into the correct letter space.  Students can ask a friend if they are having trouble with an image.  Most | Students could do/try to  Students can complete their work sort without help from others or the teacher.  Students could read a book alone or with a friend if finished early.  Students could finish science/art bunnies if finished early  Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| Resources: Cc/Kk worksheet, Jolly Phonics program, *F is for Feelings* by Goldie Millar and Lisa A. Berger  Materials: Student pencil boxes, seating arrangement, nametags, chart paper and pens.  Preparation:  Find Cc/Ss worksort.  Photocopy Cc/Ss worksheet  Cut out my own work sort prior to lesson.  Ask for seating arrangement for work sort.  Put nametags on desks.  Have students cut their work sort in the morning as part of their “morning job.” |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| At beginning of lesson, remind students of behavioural expectations for carpet time.  Be firm. Stick to three strikes rule for negative behavoiur. On the third strike, students must sit at desk rather than carpet for demonstration.  Use spark notes to encourage positive reinforcement of behaviour.  When switching to work at desk, remind students of two core competencies on the board – class focus is Full Body Listening (Communication) and Responsibility for Belongings (Personal/Social Responsibility).  Students who have not finished their bunnies from science can complete their bunnies when they have finished their work sort.  Other students who finish early may read a book alone or with a friend. The class has some seasonal changes books that I can hand out, to solidify our learning from science. |

**Lesson Development:**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| **Teacher will**  Join students at carpet. Read a story about letters to introduce into Language Arts. The story will be: *F is for Feelings* by by Goldie Millar and Lisa A. Berger. This book uses letters to teach about feelings. Students have been engaging in Social/Emotional Learning, to identify and address their feelings.  Remind students about carpet expectations: Full body listening, raising hands, and showing respect to themselves, others, and the speaker. Use spark notes to encourage positive behaviours.  Begin discussion. Use questioning to prompt student thinking.  Questions:  What letters have we been talking about this week?  What are the names of these letters?  What sound do they make?  What is our action for this letter?  What is our song for this letter?  Play track 7 of Jolly Phonics CD.  Remind students how to make this letter. Practice as a class:  Making the letter with a finger in the air.  Making the letter with our bodies.  Writing the letter on our chart paper.  Practice a few times.  Gauge student understanding throughout, using their responses and participation in discussion.  At end of introduction, use thumbs up system to determine student understanding. | **Students will**  Join at carpet. Listen to story with full body listening.  Exemplify carpet expectations.  Participate in discussion. Respond to prompts.  Responses:  Cc and Kk.  Cc and Kk.  Cuh. Kuh.  \*Clicking castanets\*.  Sing and do actions along with CD.  Practice as a class:  Making the letter with a finger in the air.  Making the letter with our bodies.  Writing the letter on our chart paper.  Practice a few times.  Respond to prompts and participate throughout.  Give teacher a thumb up, a thumb sideways, or a thumbs down to indicate comprehension. |  |

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| **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**  Introduce work sort sheet. Pre-cut exemplar beforehand.  Inform students of the two letters and sounds we will be sorting: Cc and Ss.  Ask students to remind me what sounds Ss makes.  Address possible confusion about the name of the letter Cc having an Ss sound in it. Explain that this work sort will be a difficult one. Encourage students that they can do hard things! Remind them it is okay to have a hard time and that we can do it.  Hold up each image that will be sorted. Ask students to raise their hand and tell me what the image is of. If students are having trouble, tell them what the picture is.  Model the work sort process:  Hold up one image at a time. Say the name of the picture out loud. Emphasize the beginning sound. Ask students where they think this image belongs.  Repeat this process with all images to be sorted.  When complete, use thumbs up system to determine student comprehension.  Cover up completed work sort.  Pull up student seating chart. Ask students to find their name under a certain coloured star. This coloured star determines which table they will be sitting at.  Remind students of how we show respect by sitting criss-cross apple sauce with still hands and quiet mouths. Dismiss students to their tables by choosing students who are demonstrating respect. As students stand up, hand them their work sort.  Their pre-cut images will be at their tables from this morning’s morning job. | **Students will**  Pre-cut images out during morning job.  Make Ss sound and show S in the air with fingers.  Ask questions if necessary.  Raise hand and identify image. Help other friends if they are unsure.  Observe and participate in modelling of work sort.  Determine which column they believe the image to belong in. Raise hand to suggest Cc or Ss.  Repeat this process with all images to be sorted.  Thumbs up, thumbs sideways, or thumbs down for comprehension.  Find name under a coloured star. Point to the table that corresponds to their coloured star.  Sit criss-cross apple sauce with still hands and quiet mouths to show respectful listening. As they are dismissed, take their work sort and find their assigned table.  Begin work sort with their column sheet and their images from the morning job. |  |

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| **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Pacing |
| **Teacher will**  Teacher Candidate: Red and Green tables  Coaching Teacher: Blue and White tables  Tables have been assigned based on phonics comprehension and fine motor skills. Students at the red and green tables have higher comprehension and higher fine motor skills. Students at the blue and white tables have lower comprehension and lower fine motor skills.  Teachers will sit in between their two tables.  Give prompting questions if students are stuck.  Help students determine what sound their image starts with.  Use actions as hints if necessary.  State the words with strong emphasis on the beginning sound.  Keep eyes on both tables to determine the level of understanding in the students. | **Students will**  Complete their work sort to the best of their ability.  Remember the songs, actions, sounds, and words that were practiced in the lesson introduction, to connect their image to a letter.  State the name of the image out loud to determine the sound it begins with.  Ask a friend for help if necessary.  If still stuck, raise hand to ask a teacher. If at red or green tables, ask TC. If at blue or white tables, ask CT.  Glue their images to the designated spots. |  |

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| **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**  As students work, make a point to connect with each student at the two tables. Use work sort to determine students’ comprehension as they work.  As students finish up, dismiss them to:   1. Finish up bunny adaptation craft from science if not already completed. 2. Quietly read a book alone or with a friend. Teacher can hand out books about seasons to connect to current science focus.   In centers, teachers will continue phonics assessments by pulling individual students aside for assessment interviews. These interviews allow the teachers to determine which sounds and letters are clicking for the students, and which sounds and letters may need more practice. | **Students will**  Explain their thinking to the teacher who is sitting with them. Demonstrate how to sort their image.  When finished:   1. Finish up bunny adaptation craft from science if not already completed. 2. Quietly read a book alone or with a friend. Teacher can hand out books about seasons to connect to current science focus. |  |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**