

Lesson Title: Letter Pp and sound /p/	
Grade: Kindergarten Date: Thursday November 5, 2015	Grouping: Small homogeneous ability groups Subject: English Language Arts Topic: Letter Pp and sound /p/

California Common Core State Standards	
English Language Arts and Literacy	<p>→ L: Language Standards for Literature K–5</p> <ul style="list-style-type: none">◆ <u>Domain:</u> Conventions of Standard English<ul style="list-style-type: none">● <i>Standard # 1</i> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">a. Print many upper and lowercase letters.◆ <u>Domain:</u><ul style="list-style-type: none">● <i>Standard # 2</i> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Student Learning Objectives
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Print the letter Pp in uppercase and lowercase<input type="checkbox"/> Spell words phonetically that have the beginning sound /p/<input type="checkbox"/> Recognize words that have the beginning sound /p/

Communication of Learning Objectives
<p>Prior to the Lesson</p> <p>→ The teacher will introduce the topic of the lesson, the Letter Pp and explain what the students will learn.</p> <ul style="list-style-type: none">◆ How to write the letter Pp uppercase and lower case◆ How to recognize the /p/ sounds at the beginning of words◆ How to sound out words that have the /p/ sound at the beginning of the word

During Instruction

- The teacher will revisit the lesson purpose, the Letter Pp and explain what the students have been working on.
 - ◆ How to write the letter Pp uppercase and lower case
 - ◆ How to recognize the /p/ sounds at the beginning of words
 - ◆ How to sound out words that have the /p/ sound at the beginning of the word

During the Closure of Lesson

- The teacher will revisit the lesson purpose, the Letter Pp and review what the students learned.
 - ◆ How to write the letter Pp uppercase and lower case
 - ◆ How to recognize the /p/ sounds at the beginning of words
 - ◆ How to sound out words that have the /p/ sound at the beginning of the word

Assessment of Student Learning

Formative - Entry level

- The teacher will assess the students' prior knowledge of printing the letter Pp, making the /p/ sound, identifying a word that starts with Pp, and producing a new word that starts with Pp.
 - ◆ Students will be shown the letter Pp and asked if they can identify the letter name and sound. Students will be asked to kinesthetically write the letter Pp with their fingers in the air. The teacher will orally say words and students will identify if the words start with Pp or not. Students will be asked to produced words they know that start with Pp.
 - * *Feedback:* Students will be provided with specific immediate feedback that focuses on the attempt made regarding the letter Pp. The teacher will acknowledge answers that are accurate, and provide students a reason why they are correct. The teacher will provide redirection for students who provided misguided responses by finding connections with the content material.

Formative - Progress Monitoring

- The teacher will individually monitor the progress of the students' knowledge of printing the letter Pp, making the /p/ sound, identifying a word that starts with Pp, and producing a new word that starts with Pp.
 - ◆ The teacher will go around the table and ask students a variety of questions to assess their progress. Students will be shown the letter Pp and asked if they can identify the letter name and sound. Students will be asked to kinesthetically write the letter Pp with their fingers in the air. The teacher will orally say words and students will identify if the words start with Pp or not. Students will be asked to

produced words they know that start with Pp.

- * *Feedback:* Students will be provided with specific immediate feedback that focuses on the attempt made regarding the letter Pp. The teacher will acknowledge answers that are accurate, and provide students a reason why they are correct. The teacher will provide redirection for students who provided misguided responses by finding connections with the content material.

Summative

- The teacher will administer an informal assessment the students' knowledge of printing the letter Pp, making the /p/ sound, identifying a word that starts with Pp, and producing a new word that starts with Pp.
 - ◆ The teacher will review with the students' during cleanup to see if they are able to answer the following questions. Students will be shown the letter Pp and asked if they can identify the letter name and sound. Students will be asked to kinesthetically write the letter Pp with their fingers in the air. The teacher will orally say words and students will identify if the words start with Pp or not. Students will be asked to produced words they know that start with Pp.
- * *Feedback:* Students will be provided with specific immediate feedback that focuses on the attempt made regarding the letter Pp. The teacher will acknowledge answers that are accurate, and provide students a reason why they are correct. The teacher will provide redirection for students who provided misguided responses by finding connections with the content material.

Differentiation

English Learners

- Students who are learning English as a second language may require accommodations and modification to increase their comprehensible input.
 - ◆ Build the prior knowledge needed in order to understand the pictures on the worksheet.
 - ◆ The visuals on the worksheet to allow for better comprehensible input as visuals may be more recognizable than oral or written language.
 - ◆ Read the words clearly and slowly to help with the comprehensible input of material.
 - ◆ Use first language to define terms in the story if need.
 - ◆ Encourage students to make connection to their native language.

Learner with Special Needs

- Students with Special Needs may require accommodations and modifications to make the content accessible and to decrease behaviors that interfere with student's learning.
 - ◆ The repetitive pattern of the worksheet that matches the students familiar

handwriting journal allows the pattern-seeking students to follow along and know what to expect.

- ◆ Providing time to think before expecting a response from students allows students with processing needs to collect their thoughts.
- ◆ Use a highlighter to create boundaries for letter printing or for tracing.
- ◆ Allow students to use fidget if needed, to help them focus during the center.
- ◆ Strategically place students who need to move on the green wiggle chair.
- ◆ Involve students who have trouble focusing to long periods of time by asking them questions or having them be a "helper."

Advanced Learners

- Students who are Advanced Learners may require accommodations and modifications to keep them challenged and decrease the chance of them becoming disinterested.
 - ◆ Advanced Learners should be challenged to produce more than the required amount of words that start with Pp.
 - ◆ Advanced Learners should also be challenged to change the beginning sound of words to /p/.

Center Rotations

- The teacher will let each Language Arts group know which small group table to report to and give an overview of what they will be working on.
 - ◆ The students will complete four 15 minute rotations (10:15am-11:15am)
 1. Miss Frierson - **Phonics Worksheet** ***Lesson Plan aligned to this Center***
 - The worksheet will focus on the letter Pp, including printing the letter Pp, identifying /p/ beginning sounds, and phonetic spelling of words that begin with the sound /p/.
 2. Mrs. Olguin/Ms. Ives - **Handwriting Journal**
 - Students will finish the Letter Pp page in their handwriting journal.
 - This Journal page focuses on printing the letter Pp, phonetic spelling of words that begin with the sound /p/.
 3. Independent - **Technology**
 - Students will independently work on Lexia, a program that provides personalized learning on fundamental literacy skills for students and delivers real-time performance data without testing.
 4. Independent - **Technology**
 - Students will independently use the Listening Center to recognize the beginning sound /p/.
 - * Mrs. Pacheco - **English Language Arts Assessment**
 - The Teacher will pull out students from the various centers to assess

their progress on meeting the English Language Arts Kindergarten Standards

Instructional Strategies

“Launch” - Small Group

- *Anticipatory Set - To be completed while materials are being passed out*
 - ◆ Material Distribution - The teacher will distribute pencils and worksheets.
 - Worksheets will be given to each student by the teacher who will ask the student an introductory question to invite them into the group.
 - Pencils will be placed in a cup that will be passed around. The students will be instructed to take a pencil and pass it down to the next peer.
 - ◆ Review of Objectives - The teacher will introduce the topic of the lesson, the Letter Pp and explain what the students will learn.
 - How to write the letter Pp uppercase and lower case
 - How to recognize the /p/ sounds at the beginning of words
 - How to sound out words that have the /p/ sound at the beginning of the word
 - ◆ Entry Level Assessment - The teacher will assess the students' prior knowledge of printing the letter Pp, making the /p/ sound, identifying a word that starts with Pp, and producing a new word that starts with Pp. (Students have already been provided with direct instruction on this topic many will be able to complete.)
 - Students will be shown the letter Pp and asked if they can identify the letter name and sound. Students will be asked to kinesthetically write the letter Pp with their fingers in the air. The teacher will orally say words and students will identify if the words start with Pp or not. Students will be asked to produced words they know that start with Pp.

“Explore” - Small Group

- *Direct Instruction*
 - ◆ The teacher will identify the letter name Pp and produce the sound /p/ and ask students to chorally respond with the name of the letter and produce the sound /p/.
- *Modeling*
 - ◆ Ongoing Modeling - The teacher will model printing the letter Pp, identifying a word that starts with Pp, and producing a new word that starts with Pp, to individual students who need extra help or to the entire group depending on ability level.
- *Guided Practice*

- ◆ Worksheet - With the appropriate level of prompting and support from the teacher, the students will complete a Phonics worksheet that focuses on the letter Pp, including printing the letter Pp, identifying /p/ beginning sounds, and phonetic spelling of words that begin with the sound /p/.

- Students will print uppercase and lowercase Pp's. Students will identify pictures that depict words that begin with /p/ and circle them. Students will also phonetically spell words to label pictures of items that start with the sound /p/.

→ *Check for understanding*

- ◆ Progress Monitoring - The teacher will individually monitor the progress of the students' knowledge of printing the letter Pp, making the /p/ sound, identifying a word that starts with Pp, and producing a new word that starts with Pp.

- The teacher will go around the table and ask students a variety of questions to assess their progress. Students will be shown the letter Pp and asked if they can identify the letter name and sound. Students will be asked to kinesthetically write the letter Pp with their fingers in the air. The teacher will orally say words and students will identify if the words start with Pp or not. Students will be asked to produced words they know that start with Pp.

“Closure” - Small Group

→ *Review objectives*

- ◆ Summative Assessment - The teacher will administer an informal assessment the students' knowledge of printing the letter Pp, making the /p/ sound, identifying a word that starts with Pp, and producing a new word that starts with Pp.

- The teacher will review with the students' during cleanup to see if they are able to answer the following questions. Students will be shown the letter Pp and asked if they can identify the letter name and sound. Students will be asked to kinesthetically write the letter Pp with their fingers in the air. The teacher will orally say words and students will identify if the words start with Pp or not. Students will be asked to produced words they know that start with Pp.

→ *Transition to next Center*

- ◆ The teacher will give the students the following steps clearly and slowly.
 1. First, begin cleaning up and place materials away.
 2. Then, push in their chair
 3. Next, put their worksheet in their cubbies
 4. Finally, stand quietly by chair and wait for dismissal.

Materials

Materials

- Class set of Phonics worksheets (25)
- Highlighters
- Erasers
- Pencils
- Crayons