**College of Saint Mary**

**Lesson Plan Maker Variation for Early Childhood Education**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Whole Group Reading** | | | | |
| **Your name:**  Katharine Young | **Age or Grade Level:**  Kindergarten | | **Integrated Disciplines/Subjects:**  Reading | **Time frame for Lesson:**  30 min |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| **Nebraska State Standards:**  LA 0.1.3.c Read at least 25 basic high frequency words from a commonly used list (sight words). | | | | |
| **Objectives:** The students will be able to ready the sight word **this**. | | | | |
| **Assessment:** Performance- The teacher will listen to students read. Did they read **this** correctly? The teacher will mark down the words they struggle on. | | | | |
| **Materials:**   * Pre-decodable book 11- “This Rig” | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Think- What do you see in this picture? Do you know what it is? If not… I have some pictures to go over. We see different types of rigs but they all have the same purpose. Discuss learning target/objective to the students. Write on the board the sight words we will see and the blending words we will read. Read each one altogether. | | | | |
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| **Teacher will do:**   * Ask the students to predict what they think will happen in the story. * Listen to responses. * The teacher will ask what sight word we see in the title? * The teacher reads the story. He/she will point out what we do when we come upon a word. We sound it out or blend with our fingers, stretch it out like stretchy the snake. * Ask questions throughout- “what is going to happen next?” * The teacher will also describe things in the pictures. * Next we read (the class and I together). * Once we finish, the teacher will ask the children what happened in the story. * Afterwards the teacher explains the sight words the students are highlighting. (also the learning target). When they are done they will put their highlighters on table and “whisper read” independently. * The teacher will walk around listening to students read. When they are reading the teacher will tell individual students to go to their special spots and read to their buddies. * Once all students are done independently reading and are in whole group, the teacher will grab a book and buddy and we all read together again. Helping our buddies use their reader fingers and practicing again on those tough words. | | **Student will do:**   * The students will listen to the teacher and answer any questions. * The students will read along with teacher as a class. * They will go to their tables to highlight a special sight word. * Next, they will whisper read at their tables. * Once they are told to they will teach their buddies to read. * After everyone is done the students will teach their buddies again how to use their reader finger. | | |
| **Closure:** What sight word are we discussing? What did you like about the story? | | | | |
| **Differentiation:**  Our lower level readers will read along with a para or another teacher. | | | | |
| **References:** *Pre-decodable book 11 and Mrs. Lehan* | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  *This lesson addresses the importance of learning our sight words.*  **Teaching Methods/Strategies:**  *The teaching methods included in this lesson are whole group and independent work.* | | | | |
| **REFLECTION**  *After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* | | | | |
| *Use the following thought questions to help you write your reflection.*   * *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?* * *Were the children productively engaged? How do I know?* * *What unplanned activities occurred? Why did these occur?* * *Did I alter my instructional plan as I taught the lesson? Why?* * *What additional assistance, support, and/or resources would have further enhanced this lesson* * *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?* | | | | |

Modified by Dr. M. K. Felton

October 3, 2013