**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”
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| **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.
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| **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?*
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Modified by Dr. M. K. Felton

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