

## Lesson Plan 5 Washburn

<b>Grade:</b> Kindergarten	<b>Subject:</b> Language Arts (Phonics)
<b>Materials:</b> Bingo Dapper Worksheets Pencil	<b>Technology Needed:</b> NA
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard(s):</b> <p><b>K. RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. c. Decode and use CVC words.</p>	<b>Differentiation</b> <p><b>Below Proficiency:</b></p> <p>These students will tell me one word and why it is not a nonsense word. They will also tell me one real word and put it into a sentence.</p> <p><b>Above Proficiency:</b></p> <p>These students will tell me two nonsense words. They will also do 2 or more sentences about real words and why they are real words. They will need to write these out.</p> <p><b>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</b></p> <p>Auditory: listening to directions</p> <p>Visual: the worksheets and dappers</p> <p>Tactile: using their hands to dab the paper and writing or drawing</p> <p>Kinesthetic: NA</p>
<b>Objective(s):</b> <p>The students will be able decode CVC words and recognizing real and nonsense words. The students will also be able to verbalize or write on how they can tell the difference between a nonsense word and a real word.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b></p> <p>Understand</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>When the teacher is talking, they have their listening ears on. They have all the materials that they need. They are being respectful to the teacher and their other classmates. Students will also need to use their dappers correctly. They are not hitting the dappers hard on their paper.</p>
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <p>Students will be asked to sit on their dot spots quietly. They can raise their hands if they have questions. The students need to be respectful when I am reading and when their classmates are talking. Students will have to go back to their table spots quietly.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>When the teacher is talking, they have their listening ears on. They have all the materials that they need. They are being respectful to the teacher and their other classmates. Students will also need to use their dappers correctly. They are not hitting the dappers hard on their paper.</p>
<b>Minutes</b>	<b>Procedures</b>
20	<b>Set-up/Prep:</b> Make the nonsense and real word worksheet (print them out)

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	Grab dabbers
5	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>The students will read their good morning message from Mrs. Hair and then I will take over,          To get them warmed up for their phonics, I am going to first start with rhyming.          Some of my examples for words, might be, “mad, dad, cat.”          I will then ask them which ones are rhyming.          After that, I will then take the word, “cat, gat, bad.”          I will ask them which one is rhyming.          Once they are done telling me which one is rhyming, I will say, was gat a word?          Some students might say, “no that is not a word at all.”          I will then ask them, what type of word is that?”          Some might know that it is a nonsense word, or a CVC word, etc.”          Allow time for the students to answer          After that, we will transition into the explain activity.</p>
15	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>Okay kindergartens, Mrs. Hair has told me you guys love the bingo dabbers.          We are going to use them today for our activity.          The activity is going to be fun!          We are going to work on nonsense and real words today!          I will be giving you guys a worksheet and you guys get to take the dabbers and show me what you understand.          Once you have completed your worksheet. You will first tell me your examples and then you will write on the back two examples of why you said they words are nonsense and not real words. After that they can write two sentences for two real words.          Students that have more trouble, I will just send to the back table for help.          I will grab one of the worksheets and put it on the board.          I will then go over a few examples with them.          I will tell them to not look at the crayons on their page, we are doing something different so make sure you are listening to directions when I am talking.          After I tell them to not pay attention to the crayons, I will grab two random dapper colors. I will take one of them and dab one of the crayons to represent that color.          I will take the other dabber and do the other crayon. So, students my pink dabber represents the nonsense words, and the orange dabber represents the real words.          I want you to take one real color and dab all those words.          Watch how I dab my words, lightly dab the words.          Students if we do not dab the words lightly, you will have to use crayons. (That does not sound fun so let’s make sure we are doing our job)          After that I will then find a word on my paper and explain on why I think it is a nonsense word. After that I will then write a sentence for two real words.          After that, I will ask the students if they have any questions before I hand them the paper.          If they do not, I will then have the paper helper pass out the papers to everyone. So, make sure we find our seats and we are quiet.          I will pass out the dabbers to you. You might need to share them with you table partners.          Once you get your paper, you will write your name on the top of your page.          After that put your hands on your hand.          After that I will let them do the work and I will see how they do.</p>
15	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>As the students are working, I will walk around the room (and work with the students at the back table too) and see how things are going.          I might be asking students why is that a nonsense word, even if they are not done with their worksheet.          Can you please tell me why you think the CVC or CVCV word is that way?          Have you ever seen anyone do that or say that word before?          I will just be asking them questions to see how their understandings are. Even if they are writing done their answers, I still want them to say other ones to me or they can use those as their understandings too.</p>

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	<p>*If students complete all their worksheet and some students are not done, I will give them a different nonsense worksheet and see how they do with that one. *</p>	
<p style="text-align: center;"><b>5</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>Once all the students are done, we will then come back to their dots in the front of the room.          I will ask the students, "what did we go over today?"          Some students might say, "nonsense words, dabbers, etc."          Allow time for students to answer          After they are done answer that, I will ask, "them if they enjoyed learning nonsense CVC and CVCV words?"          Some students might say, no, yes, I really enjoyed using the dabbers to tell the difference, etc."          Allow time for students to answer          After that, I will ask each student to give me a nonsense word from their worksheet and tell me why they think it is a nonsense word and not a real word."          Some students might say, "haz, job, etc."          Allow time for students to answer          After we are done with questions, we will then transition into getting the students ready for music class.</p>	
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <p>How do you know that is a nonsense word?          What makes it a nonsense word?</p> <p><b>Consideration for Back-up Plan:</b></p> <p>Do the lesson plan that she has planned for reading and phonics that day.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <p>By the end of the lesson, the students should be able to tell me the difference between a nonsense word and real word. The students can decode there CVC and CVCV words by either verbalizing them to me or writing them down to me if they are nonsense or real words.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Well to be honest I did not think this lesson went well at all. I totally forgot that they needed to write sentences when I was explaining everything to them. But I did pull them back and acted like nothing happened. I mean everything else went good though. All the students were engaged and loving the dabber side of things. I also liked how when they finished, some even wanted to do more sentences! I loved that! I would say that they all learned something about CVC nonsense words and real words with that worksheet and the dabbers. I say this because everyone was involved and when they were confused, they would ask me questions or Mrs. Hair. If I would change something, maybe not pulling kids to the back table and just walking and around and seeing how they do. I mean other friends would help their friends if they were confused, so I feel like if I didn't pull those students back it would have been fine.</p>		