**UNT Lesson Plan Template**

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| **Pre-service Teacher:** | **Grade(s):** Kindergarten | **School/Mentor Teacher (if applicable):**  Dr. Eutsler |
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| **Subject area(s):**  English Language Arts and Reading  Math and sorting | **Unit Topic/Theme:**  Phonemic awareness  Sound identification | **Lesson Title:**  Find Your Match |
| Find the TEKS, ELPS, and CCRS standards at this link:  HYPERLINK "http://www.teksresourcesystem.net/module/standards/Tools/Search" http://www.teksresourcesystem.net/module/standards/Tools/Search | | |
| **Relevant TEKS:**  **English Language Arts and Reading**  **§110.2.(b)(2)** The student is expected to: (A)demonstrate phonological awareness by:  (ii)recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; | **Relevant ELPS:**  **§74.4.C.2.B**  (A) distinguish sounds and intonation patterns of English with increasing ease;  **§74.4.C.3.A**  (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible; | **Relevant TX CCRS:**  Speaking  B. Develop effective speaking styles for both  group and one-on-one situations.  1. Participate actively and effectively in one-on-one  oral communication situations.  Listening  B. Listen effectively in informal and formal situations.  2. Listen actively and effectively in one-on-one  communication situations. |
| **Lesson Objective(s)/Performance Outcomes**  **Objectives:**  -Why are words important?  -What are some ways in which words can be alike to one another?  -How knowing the sound of the letters make us better readers and writers?  **Performance Outcomes**  -The student will be able to identify the initial sound of words, and match words that have the same initial sound**.**  **-**The student will be able to pronounce words and the initial sound of words represented by picture cards.  -The students will be able to recognize the correct pronunciation of words represented by picture cards | | |
| **Assessment (Description/Criteria)**  **Formative:** While reading a book, the teacher will ask students to raise their hands when they hear a specific beginning sound of a word.  The teacher will observe students during the matching sound activity and take anecdotal notes.  **Summative:** The teacher will administer an initial phoneme assessment one on one with each student. The teacher will say a set of words. After each word, the teacher will ask students to say the beginning sound of the word and record the students’ answers. | | |
| **Materials and Resources**  Alphagroove Video by gonoodle.com <https://app.gonoodle.com/channels/awesome-sauce/alpha-groove?s=category&t=ELA>  Book *Sort it out!*, by Barbara Mariconda  Picture card necklaces | | |
| **Management of the Instructional Environment**  As a transition into the lesson, the teacher plays the Alphagroove Video by gonoodle.com  When reading the book, the students will be sitting in the carpet in their own space.  During the matching beginning sound activity, the students will disperse around the room, and will walk to find each’s respective beginning sound. | | |
| **Technology Integration**  Alphagroove Video by gonoodle.com <https://app.gonoodle.com/channels/awesome-sauce/alpha-groove?s=category&t=ELA> | | |
| **Diversity and Equity (Accommodations, Modifications, Adaptations)**  Teacher paraphrases instructions.  ELLs will be able to ask the teacher to pronounce the word that their picture card represents and practice the beginning sound before going to find their match. | | |
| **Activities/Procedures**  **-** Play Alphagroove Video by gonoodle.com  - Post, read, and discuss objectives with students.  **-** Read the book Sort it out!, by Barbara Mariconda  Before:  Check for pre-knowledge asking: What does sorting mean?  Can you think of a time when you had to put things that were alike together in groups?  During:  What do you think this objects have in common?  Can you predict where his things went?  What do the things that his sister took have in common?  After:  What kind of things can we sort? Why do we sort things?  Can we also sort words? How can we group words together?  Can we sort words by the initial sound they make? Can you think of two words that start with the same sound?  Go back and read a sentence from the book, and ask students to raise their hands when they hear a word that starts with a specific sound. Repeat this with different sentences and sounds.  -Find your match activity  Provide each student with a picture card necklace.  Have the students find their match by finding the classmate whose picture card begins with the same sound. Students get with a classmate and test to see if their picture cards match by taking turns to pronounce their words and say the beginning sound of the word that their picture represents. If they are not a match, the students get with another classmate and repeat the process until they find their match.  Have the students return their necklace, give them another, and have them repeat the activity. | | |
| **Reflections and Documentation/Evidence of Lesson Effectiveness**  The book, *Sort it out!*, by Barbara Mariconda provides a good introduction to the concept of grouping. It tied well with matching words by their initial sound, and provided the opportunity for children to make interdisciplinary connections.  The “find your match activity” will give an opportunity for children to practice to listen, produce, and identify sounds in a interactive and collaborative way. | | |

**Assessment**

Isolate the Initial Phoneme Teacher Administration Directions: Tell me the first sound you hear in each of the words. Teacher says the word and the student says the first sound. Write the sound the child says. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. Answers provided. Example: The word cat begins with the /c/ sound. The word top begins with the /t/ sound.

1. mad \_\_\_\_ /m/ 2. rock \_\_\_\_ /r/ 3. pet \_\_\_\_ /p/ 4. hot \_\_\_\_ /h/

5. dig \_\_\_\_ /d/ 6. fish \_\_\_\_ /f/ 7. kite \_\_\_\_ /k/ 8. seal \_\_\_\_ /s/

9. lamp \_\_\_\_ /l/ 10. bike \_\_\_\_\_ /b/

<https://www.literacyresourcesinc.com/assets/1/7/Kindergarten_PA_Assessments.July_2014.pdf>

Matching Picture Cards Sample

 