**UNT Lesson Plan Template**

|  |  |  |
| --- | --- | --- |
| **Pre-service Teacher:** | **Grade(s):**  Kindergarten- 1st | **School/Mentor Teacher (if applicable):** |
|  |  |  |
| **Subject area(s):**  Reading and Language Arts  Science | **Unit Topic/Theme:**  Phonemic Awareness  Syllables | **Lesson Title:**  Syllables using *An Ambush of Tigers: A Wild Gathering of Collective Nouns* by Betsy R. Rosenthal |
| Find the TEKS, ELPS, and CCRS standards at this link:  <http://www.teksresourcesystem.net/module/standards/Tools/Search> | | |
| **Relevant TEKS:**  **§110.2. English Language Arts and Reading, Kindergarten, Adopted 2017**  (1) Developing and sustaining foundational language skills: listening, speaking, discussion and thinking- oral language. The student develops oral language through listening, speaking and discussion. The student is expected to:  (B) restate and follow oral direction that involve a short related sequence of actions;  (C) Share information and ideas by speaking audibly and clearly using the conventions of language  (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and spell. The student is expected to:  (A) Demonstrate phonological awareness by:  (iv) Identifying syllables in spoken words  **§112.11. Science, Kindergarten, Beginning with School Year 2010-2011.**  (10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:  (B) identify parts of plants such as roots, stem, and leaves and parts of animals such as head, eyes, and limbs | **Relevant ELPS:**  **§74.4.c.1.C**  use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting and reviewing to acquire basic grade-level vocabulary  **§74.4.c.1.E**  internalizing new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment  **§74.4.c.3.C**  speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | **Relevant TX CCRS:**  **E/LAS.II.A**  Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths   1. Use effective reading strategies to determine a written work’s purpose and intended audience 2. Use text features and graphics to form an overview of informational texts and to determine where to locate information |
| **Lesson Objective(s)/Performance Outcomes**  **Objectives:**  How can we break up words in order to count the amount of syllables in each word?  How does spelling and pronunciation affect the amount of syllables counted in each word?  How is each animal’s habitat unique to them?  **Performance Outcomes:**  Students will be able to separate a word into syllables using clapping and finger counting.  Students will show their understanding of the text through written observations about the different animal habitats. | | |
| **Assessment (Description/Criteria)**  Formative: Ask the students to give descriptions of what they observe on each page throughout the text. Ask students to clap the amount of syllables in the requested word, and hold up their fingers with the amount that they got. This will allow for the student to determine who comprehends the text and the concept of syllables.  The teacher will collect the face masks at the end of the lesson and will look for thoughtful observations made about each animal and whether the amount of syllables given to the animal were correct. This will allow for the teacher to see who did not comprehend the text and/or how to count and identify syllables. | | |
| **Materials and Resources**  **Materials:**  *An Ambush of Tigers: A Wild Gathering of Collective Nouns*  Paper plates  Markers/crayons/paint  Puff balls  Google eyes  Popsicle sticks  Scissors  Construction paper  Glue  Resources:  <http://thekindergarden.blogspot.com/search?updated-max=2011-06-25T12:31:00-07:00&max-results=7>  (use word sort activity with syllables instead of rhyming words)  <http://onderwijsenzovoort.blogspot.it/2016/09/2697-papieren-bordjes-24-verschillende.html>  Technology: Ipads  Websites:  http://kids.nationalgeographic.com/animals/ | | |
| **Management of the Instructional Environment**  The lesson will begin with a whole group reading. Children will be sitting on the carpet while the teacher reads the book. Students will be required to raise their hands with any observations or questions they may have. The class will then separate into small groups, with desks in groups of 4 or 5. All materials will be placed in the middle of the desk groups, with enough materials for every student. If a student needs and ipad, I will provide one. Students will come to me when they are finished for a piece of tape, and will tape their masks to the wall. | | |
| **Technology Integration**  Students will use an ipad to look up further information about the habitats of each animal | | |
| **Diversity and Equity (Accommodations, Modifications, Adaptations)**  For those who did not seem to understand or participate during the whole group reading, assist them and offer support during activity. Explain any new vocabulary that students may not understand by using images and context clues. Have other books about habitat information for students who are not comfortable or have lost the privilege to use the ipad. | | |
| **Activities/Procedures**  Before reading:  Has anyone been to the zoo before?  What kind of animals did you see at the zoo?  (Referring to cover) What animals do you see?  (Referring to cover) How many are there?  (Referring to cover) Are they inside or outside? What kinds of things are around them?  During reading:  How many syllables are in this animal’s name? Have the class clap the word together, and hold up the amount of syllables they counted on their fingers.  Where does this animal live?  After reading:  What types of animals did we see in the book?  What was your favorite animal in the book?  Discuss what every animal needs to survive  How are animals and humans the same/ different?  Facemask Activity:  Students will be put into small groups and will construct facemasks of their favorite animal from the book. Students will then research things about that animal on the ipad and will write down interesting information they found on the back of the mask.  Students will then count the number of syllables their animal’s name has, and will place their mask on the syllable wall. The syllable wall will be divided into 1,2,3 and 4 syllabled animals, and students must place their mask under the section that has the same amount of syllables in their animal’s name. | | |
| **Reflections and Documentation/Evidence of Lesson Effectiveness**  This book is great for young children because they’re typically interested in animals, and it gives the students a chance to share any personal experiences they may have had with animals. The activity is hands on, which is important to keep children engaged. The activity also allows for the children to focus on something they’re interested in by giving them the chance to pick their favorite animal. Having the children present their masks or making up a story/play with their groups could improve this lesson plan by adding a collaboration aspect to it. I feel that this lesson plan will give an easy way for the teacher to assess the students, and an interesting way for the children to learn about syllables and animals. | | |