

Lesson Plan 2

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Preschool

Learning Goals/Objectives: Students will learn letters that are not in their names by connecting those letters to animals they know.

Students will sort animals based on the letter that animal's name begins with.

Ohio Early Learning Standards: Language and Literacy: Reading: Letter and Word Recognition: With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.

Language and Literacy: Reading: Letter and Word Recognition: With modeling and support, recognize the sounds associated with letters.

Cognition: Science: Life Science: Exploration of Living Things: With modeling and support, identify physical characteristics and simple behaviors of living things.

Methods: The teacher calls the students over to the carpet. Students sit on their assigned carpet squares in a circle. The teacher says, "Hello everyone. I know you have been working very hard to learn your letters, so today we are going to have some special animal friends help us learn our letters. Why don't we practice being some of our favorite animal friends? Everyone stand up." The students stand in their assigned places. The teacher says, "Everyone be a big fuzzy bear with me." The students hold up their hands and growl like bears. The teacher says, "Touch your head if you know what letter bear starts with." The teacher calls on a student whose hands are on their head, and the student answers "B". The teacher says, "Very good. Now let's be pigs." The students get down and snort like pigs. The teacher says, "Touch your nose if you know what letter pig starts with." The teacher calls on a student with their finger on their nose who answers "p". The teacher says, "Very good. Now let's be tigers." The students get down and roar like tigers. The teacher says, "Touch your toes if you know what letter tiger starts with." The teacher calls on a student with their hands on their toes, who answers, "t". The teacher says, "Very good. Now let's hop like frogs." The students hop and ribbit like frogs. The teacher says, "Touch your belly if you know what letter frog starts with." The teacher calls on a student with their hand on their belly, who answers "f". The teacher says, "Very good. Now we have one more animal to be before we sit down again and read our book. Let's all be cats." The students get down and meow like cats. The teacher says, "Touch your ear if you know what letter cat starts with." The teacher calls on a student touching their ear, who answers "c". The teacher says, "Very good. Now let's all be good students and sit down and listen to a story about our animal friends."

The teacher and students all sit back down at their place on the carpet. The teacher shows the book and says, “This book is called the amazing animal alphabet book. On every page, there is one of our animal friends hiding. When you think you know what animal is hiding on the page, put your hands on your head and wait so everybody gets a chance to figure it out. After I have read the whole page, then I will call on somebody who is sitting quietly with their hands on their head to tell me what animal is hiding.” The teacher opens the book and reads. On each page, the teacher calls on someone who is sitting with their hands on their head to tell the class what animal is on the page. Then the teacher lifts the flap and shows the animal to everyone. (Some animals will be harder than others and there are some that the children may not recognize at all)

After reading the book, the teacher says, “wow. You guys really know your animals and your letters. I can tell that you have been working really hard. In a minute, you’ll be going to your centers and playing a special game with me to help practice your letters again. But first let’s go over our letters one more time. If you know the letter, give me thumbs up and I will call on someone to tell us what letter it is.” The teacher holds up several pages from the book for the students to practice letters (emphasis placed on B,C,F,I,N,P,Q,T,U,V,W,X,Y,Z, letters that are not at the beginning of any names in the class) and calls on students to tell which letter is on each page. After completing several pages (B, C, F, P, T will be first with additional pages as time and attention spans allow), the teacher says, “Great job, everyone. Thank you for listening so well and learning letters with me.” The teacher dismisses the students to centers by the letters their names start with “if your name starts with the letter A, go to centers”, “if your name starts with the letter G, go to centers,” etc.

At the small group table, the teacher calls students over one by one and presents them with small models of the five animals reviewed at the beginning of the lesson. The teacher asks the student to sort the animals and place each one on the letter its name starts with. If the student gets all five animals correct with no trouble, the teacher may present additional animals (fish, penguin, bird, turtle, camel) and ask the students to place these on the correct letters as well. If the student struggles or does not get all letters correct, the teacher makes note of this and dismisses them to centers. The teacher continues until all students have had a turn.

Materials/Resources:

- Amazing Animal Alphabet with Fantastic Flaps (ISBN: 0-531-30123-0)
- Small objects to be sorted
- Printed letters

Connection to Prior Knowledge: Connects to toddler standards:

Language and Literacy: Reading: Letter and Word Recognition: With modeling and support, recognize own name in print.

Language and Literacy: Reading: Phonological Awareness: Distinguish between sounds that are the same and different

Cognition: Mathematics: Algebra: Group and Categorize: Sort objects into two or more groups by their properties and uses.

Assessment:

Before-What letter does each animal start with?

During-Guessing animals that start with the correct letter, identifying letters on book pages, dismissing students by letters in their names

After-Sorting objects by letter

Special Needs of Students:

Enrichment-Students will work independently with the teacher to complete the small group activity and will be asked to sort additional objects if they are able to identify all of the given ones.

Intervention-Students will be given help from the teacher sorting objects if needed.

Reflection: This lesson is appropriate for a preschooler's physical development because it allows the students opportunities to move around and not sit still the whole time. This lesson is appropriate for a preschooler's cognitive development because it requires the students to connect letters of the alphabet with the sounds that they make in a word. This lesson is appropriate for a preschooler's language development because it requires students to use words to communicate ideas and to understand the language of riddles used in the book. This lesson is appropriate for a preschooler's social emotional development because it requires them to cooperate with a group and to work on things individually. This lesson is appropriate for a preschooler's interests because it uses animals and a fun guessing game in the picture book to expose the students to letters.

The evaluation strategy of asking the students to identify what letters the animals start with at the beginning of the lesson and asking them to sort the animals alphabetically after the lesson shows whether the students have gained a better understanding of the sound that the selected letters make.

Working in a group and listening to one another's answers is good for interpersonal intelligence. Working independently to sort animals is good for intrapersonal intelligence. Acting out different animals and sorting objects is good for bodily/kinesthetic intelligence. Reading the

book is good for linguistic intelligence. Listening to the book read aloud is good for auditory learners. Acting out different animals and sorting small animals is good for kinesthetic learners. Seeing the book pages and the animals is good for visual learners.