

Small Group Lesson Plan- Day 1
Elise Heiting

Teacher Signature _____

Grade Level: K-ESL **Number of Students:** 4 **Instructional Location:** Back Table **Days:** 4

Materials:

- 4 envelopes
- Letters of students name in their own envelop
- Personal name book for each student
- Student name cards for each student
- Glue
- Pencils
- Colored pencils

Standard(s) Addressed:

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.3.. 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 sound or many of the most sounds for each consonant.

Content Objectives	Language Objectives
<ul style="list-style-type: none"> • (1) Students will construct their name with the letters in their envelope with 100% accuracy. • (1) Using the letters of the students' names, students will compare the letters in their own name to letters in their classmate's names by identifying at least 2 of the same letters. • (1) Students will construct their classmates names using the student name cards as a guide with 100% accuracy. • (2) Given standard newspaper page and highlighter, students will identify at least 3 words that have the first letter of their name in it by highlighting the letter in the word. • (3) Given an assortment of pictures of objects and things, students will identify at least 3 pictures of things or objects that start with the same starting sounds as the starting sound of their name. • (3) Using the first letters and sounds in their name, students will identify the sound that is paired with the first letter of the students name accurately. • (4) Given a sentence structure, students will complete the sentence by giving a word and picture description of something they like for at least two out of the three pre-written sentences. 	<p>Throughout each of the lesson, students will listen for and use key vocabulary while speaking.</p> <ul style="list-style-type: none"> (1) Students will discuss the letters in their own name and the letters in their classmate's names in order to gain understanding of the relationship between letters and to develop their speaking skills. • (2) Students will compare the letters in their name with the letters in the newspaper. • (3) Students will verbalize the connection between the first letter of their name and the sound it makes. • (4) Students will discuss things they like and use it in a given sentence structure.
<p>Prerequisite Skills: Students will be proficient or almost proficient in spelling their name in English. Students have learned some letters and their sounds</p>	

in the English alphabet.

Enduring Understandings (Big Idea):

Letters and sounds come together to make names and words.

Main Point: Letters come together to make sounds, sounds come together to make words, and words come together to make sentences.

Essential Questions:

- What are letters relationship with our names and words? (1)
- How are the same letters used in our name used in other words that sound so different? (1,2)
- What other names and words have the first letter of your name? (1,2)
- What are sounds? (3)
- What sounds are in your name? (3)
- What sound does your name start with? (3)
- What is the relationship between sounds and letters? (3)
- What are words relationship with sentences? (4)

<p>Books: Personalized teacher and student books will be used.</p>	<p>Theme(s): -Letters make up names and words. -Letters come together in a special order to make your name. -The letters in your name make sounds, which come together to make your name. -You share letters in your name with other peoples' names.</p>	<p>Focus: Spelling Letter recognition Comparing/Contrasting</p>	<p>Vocabulary: Letters Sounds Name Order Same Different Combine</p>
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Before

- Before teacher meets with the students, a teacher model book will need to be made along with a student book and materials for each student. The books should be about 10-15 pages, depending on how long the students' name is, and they should be made with half sheets of construction paper. The cover should be left blank for the students to create, and the subsequent pages should have the letters of the students name pasted individually on each page. (For example, for the name Elise, page 1 would have an E pasted on the top, page 2 would have an l, page 3 would have an i, etc.) This should be done for each student's name with printed computer letters. These same letters should be printed and cut out for each name and placed in an envelope for the students. These envelopes and books should be prepared for each student and for the teacher as a model before the lesson begins.

Set a purpose

- Teacher will tell the students "We are going to work together for a few days back here together to learn about our letters and how letters come together to make words. We've learned about some important letters so far, and how those letters have sounds that make words. Working together, we're going to continue to learn about letters and sounds and words so that we can become expert writers and readers together so that we can continue to learn and get smarter."

Activate and build

- Students will be using their own name as a reference for learning about the relationship between letters, sounds, and words in order to build on their own personal background knowledge. For most students, their name is the first word they learn to spell, and for the students in this group, this is the only word they know how to spell, so the lesson is based off of their knowledge of letters in their own name.
- Teacher will tell the students, "We will be learning about how letters come together to make words by looking at our own names. Our names are very important parts of who you are." Look at one of the students and ask, "What if your name was Ms. Heiting? That wouldn't be right! Your name is Josiah. Your name is your very own, and it is made up of your special letters that make the sound of your name."

Introduce and explain

- "To help us learn about our letters and how they come together to make our name, you will be making your very own book. We will be using the special letters in our name to create this book together. This will help us become expert readers and writers, because we need to know how letters come together to make words and names."

During:**Model**

- Use the cut up teacher letters in the envelope and the model teacher book to model the activities for the students.

- Explain the to the students, “We will be using these special envelopes to help us learn about our letters and our friends’ letters today.” Show the students that there are 5 envelopes, one for each student and one for the teacher, each with their name on the front. Open up the teacher envelop and say, “What is going to be inside?? Everyone come around me and look.”
- Allow students to stand around the teacher to watch the modeling. Take out the letters in the envelop that make up the teachers name, and show the front of the teacher model book to see how the letters are arranged to accurately spell the teachers’ name. Spread the letters out onto the table in the incorrect order.
- Explain to the students, “Well, these are the letters of my name, but is this my name?? I see an H and a few I’s and an n and a g...but this isn’t my name! The letters are in the right order right here (point to the cover of the teacher model book). Even though all of the letters of my name are here, this isn’t my name! The letters have to be put together in the right order in order for it to be my name. What happens if if I try and say my name in this order?” Sound out name with the jumbled letters. “That’s not my name! Will you help me put my letters together in the right way so it will spell my name?”
- Allow each student a turn to *tell* teacher how to arrange the name. Say phrases such as, “The H comes first. We can tell because my name starts with the h sound, and this is a big H. The first letter of each name is big because it tells us that our name is important, just like we are important”
- After students have helped put the name in order, tell them that now it is their turn to receive their special envelops, and to solve the mystery inside.

Guided practice

- Give each student the envelop that has their letters inside. Tell the students that they can take out the letters, and figure out what the letters come together to spell. The students should recognize that that the letters in the envelope are the letters that make up their own name. For those students that do not quite make this connection yet, point out the first letter of their name that is capitalized, and continue to guide them to discover what the individual letters come together to spell. After students have all spelled their names using the letters, tell them “You all discovered what these letters come together to spell! These special letters come together to spell YOUR own name. Let’s read the letters in Josiah’s name.” Read letters together. “Now, if I mix these letters up, is it still Josiah’s name? It is still all of the same letters?” Allow for students to answer the question. “Good job! Even though all of Josiah’s letters are there, they are not in the right order. The letters make sounds, which come together to make Josiah’s name. We hear the “J” sound first, so the first letter in his name is J.”
- After this, allow students time to compare the letters in their own name. Ask questions such as, “Do you notice if any of your friends have the same letters as you? Does anyone have the same starting letter as you? Does anyone have the same ending letter as you?” Allow students time to make these discoveries.

Independently practice

- Allow students to practice arranging their classmates names in the right order. Give them the student name cards as a reference so that the students know how to spell their classmates name, and then give them the letters in the envelop of their friends names. Allow students to practice on their own. Walk around and observe them putting the letters together. While they are putting the letters together to spell their friends names, say things such as “Remember, letters make sounds, and sounds come together to make words,” “Letters have to go in a special order in order to make words.”

After: Restate teaching point, clarify key points, extend ideas, check for understanding

Restate/clarify Activity

- After the students have practiced arranging the letters of at least two of their classmates names, they then will receive their letters to start to create their book.
- Give each student their book, and tell them to look inside. Inside, they will find that each page has a different letter that spells out their name. Tell the students that we will use this book during the next couple days to learn more about how letters and sounds come together to make our name and other words.
- For today, tell the students, “You will create the front, or cover of your book today. You will use the letters of your name that were in the special envelope and put the letters in order to make your name on your book.” Show teacher model as an example, and then give each student a bottle of glue and instruct them to glue their letters onto the cover in order of their name. Assist students in gluing. When students are finished gluing their names onto the cover, give them colored pencils to decorate the cover of their book with some of their favorite colors and things. They can write their name in their native language if they want. This is their own special book all about them and their name, so they should decorate.

Reflection/Check for Understanding

- Remind students that we are making our books to learn how to be great readers and writers. In order for us to be able to read write, we need to know what makes up the words on the page.
- To check for understanding, ask students to spell their name for you and point to the letters on the cover of their book as they go. After they spell it, ask them what the first sound of their name is. They may need guidance understanding the task and vocabulary.

Extend ideas

- Encourage students to start looking around the room or in the hallway or at home for names or words that have the same letters in them as in their own name.

Assessment:

Informal

Take anecdotal notes on students work with the letters in their name and the letters in their classmates' names. Do you they use the correct letter orientation? Are letters in the right order? Can they identify letters that are the same in their name as in their classmates names?

Formal

Do students construct their name on the front of the book with 100% accuracy and do they construct their classmate's names with 100% accuracy? Check the cover of their book for the letters to be put together in the correct order and with the letters in the correct orientation.

Extension:

If students master spelling their name and their classmates names, challenge them to spell their classmate's name without using the notecard.

Differentiated Instruction:

All of the students will receive sheltered English instruction because they are all English Language Learners. For those students who are ready for an extension, give the above extension. For those students with less developed reading, listening, speaking, and writing skills, provide more guidance and one on one time.

Modify and Changes to Plan:

- Make the 'a' and 'g' in a font that students are familiar with.
- Plan for activities to take longer than expected.

Small Group Lesson Plan- Day 2

Teacher Signature _____

Grade Level: K **Number of Students:** 4 **Instructional Location:** Back Table **Days:** 4

Materials: Student books

Teacher example

4 newspaper pages

4 highlighters

4 dry erase boards

4 dry erase markers

4 pairs of scissors

Tape or glue

Standard(s) Addressed:

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
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- RF.K.3.. Know and apply grade-level phonics and word analysis skills in decoding words.
 - b. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most sounds for each consonant.

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<p>Prerequisite Skills: Students will be proficient or almost proficient in spelling their name in English. Students have learned some letters and their sounds</p>	

in the English alphabet. They have started to learn the relationship between letters, sounds, and words, and recognize that the letters in their name come together to build their own name, but they share those letters with some of their classmates.

Enduring Understandings (Big Idea):

Letters and sounds come together to make names and words.

Main Point: Letters come together to make sounds, sounds come together to make words, and words come together to make sentences.

Essential Questions:

- What are letters relationship with our names and words? (1)
- How are the same letters used in our name used in other words that sound so different? (1,2)
- What other names and words have the first letter of your name? (1,2)
- What are sounds? (3)
- What sounds are in your name? (3)
- What sound does your name start with? (3)
- What is the relationship between sounds and letters? (3)
- What are words relationship with sentences? (4)

<p>Books: Personalized teacher and student books will be used.</p>	<p>Theme(s): -Letters come together Together to build names and words. -Letters in your name are found in all different words and names.</p>	<p>Focus: Spelling Letter recognition Comparing/contrasting Fine motor skills</p>	<p>Vocabulary: Newspaper Letter First letter Capital letter Lower case letter Same Words Order</p>
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Before

- Before the lesson, pick a newspaper page for each student, and make sure that the first letter of their name shows up a few times in the text in a variety of sizes. Make a teacher model, and paste the newspaper words with the highlighted “h’s” in the teacher book on the “H” page.

- Review with the students what they learned from last the last lesson
 - Our name is made up of special letters that are put together in a special order that make it our name. If the letters were put in a different order, it would not be our name.
 - We share some of the same letters with our classmates. Yazen and Menghan both have e's in their name. Bill and Josiah both have l in their name. I wonder if we can find more names and words that have the same letters as us."

Set a purpose

- "Today, we will see how our special letters are found in all different types of words. Have you ever seen someone read a newspaper? We will be searching through a newspaper today to find our special first letter of our name in the words written on the page. This will help us see that the letters in our name are used to make all different names and words. Even though the same letter are used in other words, it doesn't mean that it is the same word. Letters come together with different letters in different ways to build new words."

Activate and build

- "Think about what the first letter is in your name. When you know it, write it on the dry erase board. Can you write the big letter and the small letter?" Model with the letter 'h' for Ms. Heiting. Point to the big letter, or capital letter, and point to the small letter, or lowercase letter, and identify them. Assist students with this if they need help. They will use these letters as a reference for finding the letters in their newspaper page.

Introduce and explain

- "Let's look around the room for some words that have the first letter of your name in it."Take a few minutes to make sure each student can find a word around the back table that has their letter in it. After they have each found a word in it, explain, "We will now be doing this with a newspaper. We will have to look really hard at all of the words on the page to find our special letter."

During

Model

- Have the model page already made- one sheet of newspaper that has 'h's' highlighted, and the 'h' page in the book with the cut our words with a highlighted 'h' in them. Use this as the model.
- Show students the newspaper page and explain, "I looked really hard to find all of these different words that have the letter 'h' in them." Say a few of the words that you have highlighted. "You can see, that some of these words have an 'h' at the start of the word, just like Ms. Heiting, some have it in the middle of the word, like (give example), and some have it at the end."

Guided practice

- "Let's look together to see if we can find another word on the page that has an 'h' in it. Will you help me find more 'h's?" Allow

students time to look through the newspaper page for a word that starts with h. Once one is found, show the students how to highlight the letter in the word. “Great job! Once you find your letter in a word in the newspaper, take this special marker, called a highlighter, and softly color the letter in the word. Watch how I highlight the ‘h’. Now we can see that the letter h is a part of this word, just like the letter h is a part of my name. Once you are done highlighting all of the first letters of your name on your page, then we will cut the words out and put them in our book under our name, like this.” Show the page in the teacher book with all of the words with ‘h’ in it from the newspaper cut out and taped into the book. “If we don’t have time to cut them out, then I will cut them out and put them in the book. I will know what words they are because you will have highlighted the letter in the word.”

Independently practice

- Students will now practice finding the first letter of their name in the newspaper. Before giving students a newspaper, ask each student to tell you what letter they are looking for. They should show you the letter they drew on the dry erase board. Say, “Good Job! You all know what letter you are looking for! It is the first letter of your name. Remember, it can be in the beginning, middle, or end of the word. Once you find the letter, highlight it. Good luck letter detectives! Look really hard to find other words your letter is a part of!”
- Give each student the newspaper that was picked out for them and a highlighter.
- Oversee the students looking for the first letter of their name all over the newspaper. While students are finding the letters on the page, make comments and ask questions to guide their learning such as, “What other words are you finding with a (j,m,b, or y) in it?” “Look really hard to find what words have your letter in it” For students that are struggling to find letters, point them in the general direction. Guide the activity and provide guidance when needed.

After

Restate and Clarify

- Once students have found at least 3 words on the page with the first letter of their name in it, bring the group together to talk about what they have learned.
- Ask students, “Were you able to find other words with your letter in it? Will you show us some of those words?” Read some of the words for the students if they are unable to read them.
- “Great job! That was really hard work! Now we can see that the letters in our name can be found in all different words. We found different words in the newspaper, and different words around the room. What makes them different from your name is that they are combined with different letters in a different order. When those letters come together, they make different sounds that sound different than the way the letters in your name come together to make.

Reflection

- “Now when you read books in school or at home, when you read words on the walls, or maybe if you pick up your mom or dad’s newspaper, you can try to find YOUR letters in the words.”

Extend ideas

- Explain “For today’s activity, we found the first letter in our name. I will tape those words into your book under the page that has the first letter of your name, just like how I did in my book (show the book). Once I give you your book, you can continue to practice to find words with the different letters in your name and put those into your book on the other letter pages you have. This will continue to help you be a better reader and speller because you will be able to see the different letters that make words that are the same letters and sounds as in your name.”

Check for understanding

- Are the letters in our name found only in our name, or are the letters found in other words? Point to the letter that your name starts with in other words.

Assessment:

Informal

Take anecdotal notes on students work with letter identification within the newspaper page. Are they able to locate the letter without too much trouble? Do they seem to know how to identify the letter? Do they highlight letters that are not the first letter of their name?

Formal

Do students find at least 3 words with the letter in their name? Do they highlight it accurately? Can they go back and point out the word?

Extension:

An extension of this lesson is to have students find as many words as possible on the page. Give another newspaper if students are enjoying the activity. If students need an extra challenge, prompt students to try and write words that have the first letter of their name in it.

Differentiated Instruction:

For students struggling to find their letter in the newspaper or understanding the directions, provide more modeling and guidance.

Modify and Changes to Plan:

- Plan for activities to take longer than expected.
- Plan out sheltering verbal instruction for next time.

Small Group Lesson Plan- Day 3

Teacher Signature _____

Grade Level: K Number of Students: 4 Instructional Location: Back Table Days: 4

Materials:

Student Made books

Teacher Example

4-5 pictures for each student and the teacher of common things/objects that start with the same sound as in their name

- h,
- j
- Y
- M
- b

Tape

Yo-yo

Standard(s) Addressed:

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 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
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 - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

- RF.K.3.. Know and apply grade-level phonics and word analysis skills in decoding words.

c. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most sounds for each consonant.

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pre-written sentences.

Prerequisite Skills:

Students will be proficient or almost proficient in spelling their name in English. Students have learned some letters and their sounds in the English alphabet. They have started to learn the relationship between letters, sounds, and words, and recognize that the letters in their name come together to build their own name, but they share those letters with some of their classmates and other words.

Enduring Understandings (Big Idea):

Letters and sounds come together to make names and words.

Main Point: Letters come together to make sounds, sounds come together to make words, and words come together to make sentences.

Essential Questions:

- What are letters relationship with our names and words? (1)
- How are the same letters used in our name used in other words that sound so different? (1,2)
- What other names and words have the first letter of your name? (1,2)
- What are sounds? (3)
- What sounds are in your name? (3)
- What sound does your name start with? (3)
- What is the relationship between sounds and letters? (3)
- What are words relationship with sentences? (4)

Book: Personalized teacher and student books will be used.	Theme(s): -Sounds are written with letters. -Each letter makes a sound. -The sounds in your name are found in all different words. -Letters make sounds, sounds come together to make names and words.	Focus: -Phonics -Sound/Letter correspondence -Compare/Contrast	Vocabulary: -sounds -letters -combine -starting sound
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Before

- Before the lesson, find pictures of common everyday objects or things that students will be familiar with that start with the same sounds as the students name, as well as the teachers' name. Have 4-5 pictures for each student. Starting sounds are h, m, j, b, and y. Print a picture of the student if possible for one of the 4-5 pictures. Print the pictures out in color.

Set a purpose

- “We have been working so hard at becoming readers and writers. We have discovered our special letters that make up our name, and we have seen that these special letters are found in our other friends' names and in many other words. We have been discovering the letters come together in a special order to make sounds that come together to make words. Today, we're going to discover more about the sounds that the letters in our name make. We will be discovering different things in the world that start with the same sound that our name starts with.”

Activate and build

- We have spent time finding the same letter that our name starts with, but what sound does that letter make?” Go around to each student and ask them what SOUND their name starts with. The differentiation between sounds and letters is still hard for them to verbalize, so guide them through this activating activity. Have each student say the starting sound of their name and their classmates name. For example, Menghan starts with the letter m which makes the sound “mm, mm, mm”. Do this for each student.

Introduce and explain

- Now we're going to find pictures of things that start with our name and add them to our book. We'll add to the page with the first letter of our name.

During**Model**

- “Let's practice finding the same starting sound to the starting sound in my name. We know my name starts with the letter 'h' (flip to the 'h' page) . What sound does the letter h make??” Students should reply with 'ha, ha, ha'. Tell the students, “let's look together through some of these pictures, and find the pictures that start with the sound 'ha, ha' just like my name, Ms. Ha, ha, Heiting.” Spread the pictures out onto the table. Remind students that they are looking for pictures of things or objects that start with the sound 'ha, ha'. As a group, find the pictures, and then tape them onto the 'h' page into the book. Explain that many other words in the world have the same sounds as the sounds in your name. We are going to now practice finding pictures of things and objects that start with the same sound as their name.”

Guided practice

- Put the pictures of the students in the middle of the table. Give time for their reaction at seeing a picture of themselves. Tell the

students that the picture of themselves can be put in their book, to show that their written name and their name sounded out are connected. Have students put the pictures in their books.

Independently practice

- Spread out the rest of the pictures onto the table. Remind students that they are looking for pictures of things that start with the same sound as the sound their name starts with. Emphasize the starting sounds of their names. Use the teacher model as a guidance tool to keep students on track and to shelter the instruction of the task.

After:

Restate and Clarify

- Once students have found all of the pictures that start with the same sound their name starts with (even with teacher guidance), bring the group together to talk about what they have learned.
- Ask students, “Were you able to find the pictures of things that started with the same sound that your name starts with? Will you show us your pictures?” Allow students to go around and share their pictures and the names to reinforce that different words often times have the same sounds.
- “Great job! That was really hard work! Now we can see that the letters in our name make sounds, and those sounds can be found in different all different types of words.”

Reflection

- “Now when you read books in school or at home, when you read words on the walls, think if they have any of the same sounds as in your name. Maybe talk to your friends or family about words start with the same sound as your name. What words start with the same sound as some of your friends and families name? Picking out the sounds in words will help us to become better readers and writers.

Extend ideas

- Explain “For today’s activity, we found the pictures of words that started with the same sound that our name starts with. Once I give you your book, you can continue to practice to find words with same sounds as other sounds in your name and put those into your book on the other letter pages you have. This will continue to help you be a better reader and speller because you will be able to see the different sounds in different words.”

Check for understanding

Can you think of another word that starts with the same sound as your name? Go around to each student for them to give an example.

Assessment:

Informal

Take anecdotal notes on students work with sound pairing. Watch to see if students are verbalizing the words and making connections to

the own sounds in their name. Are they able to make the connections between sounds in names and sounds in things and objects?

Formal

Do students match at least 3 of the pictures to the starting sounds of their words?

Extension:

This lesson could be extended by students drawing pictures of other things or objects that start with the same starting sound on the paper.

Differentiated Instruction:

For students with lower proficiency in listening and speaking, the connection between starting sounds may need to be emphasized more and modeled more. Provide examples and engage the students in practicing to emphasize the starting sounds in each of the words.

Modify and Changes to Plan:

- Scaffold and shelter verbal instruction even more.
- Plan for more differentiation for students with less developed listening and speaking skills.

Small Group Lesson Plan- Day 4

Teacher Signature _____

Grade Level: K Number of Students: 4 Instructional Location: Back Table Days: 4

Materials:

Student made books
Teacher example
Colored pencils
Pencils
Parent note

Standard(s) Addressed:

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.3.. Know and apply grade-level phonics and word analysis skills in decoding words.
 - d. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most sounds for each consonant.

Content Objectives	Language Objectives
<ul style="list-style-type: none"> • (1) Students will construct their name with the letters in their envelop with 100% accuracy. • (1)Using the letters of the students’ names, students will compare the letters in their own name to letters in their classmate’s names by identifying at least 2 of the same letters. • (1) Students will construct their classmates names using the student name cards as a guide with 100% accuracy. • (2)Given standard newspaper page and highlighter, students will identify at least 3 words that have the first letter of their name in it by highlighting the letter in the word. • (3)Given an assortment of pictures of objects and things, students will identify at least 3 pictures of things or objects that start with the same starting sounds as the starting sound of their name. • (3) Using the first letters and sounds in their name, students will identify the sound that is paired with the first letter of the students name accurately. • (4) Given a sentence structure, students will complete the sentence by giving a word and picture description of something they like for at least two out of the three pre-written sentences. 	<p>Throughout each of the lesson, students will listen for and use key vocabulary while speaking.</p> <ul style="list-style-type: none"> • (1) Students will discuss the letters in their own name and the letters in their classmate’s names in order to gain understanding of the relationship between letters and to develop their speaking skills. • (2) Students will compare the letters in their name with the letters in the newspaper. • (3) Students will verbalize the connection between the first letter of their name and the sound it makes. • (4) Students will discuss things they like and use it in a given sentence structure.
<p>Prerequisite Skills: Students will be proficient or almost proficient in spelling their name in English. Students have learned some letters and their sounds in the English alphabet. They have started to learn the relationship between letters, sounds, and words, and recognize that the letters in their name come together to build their own name, but they share those letters with some of their classmates and other words.</p>	

Enduring Understandings (Big Idea):

Letters and sounds come together to make names and words.

Main Point: Letters come together to make sounds, sounds come together to make words, and words come together to make sentences.

Essential Questions:

- What are letters relationship with our names and words? (1)
- How are the same letters used in our name used in other words that sound so different? (1,2)
- What other names and words have the first letter of your name? (1,2)
- What are sounds? (3)
- What sounds are in your name? (3)
- What sound does your name start with? (3)
- What is the relationship between sounds and letters? (3)
- What are words relationship with sentences? (4)

Book: Personalized teacher and student books will be used.	Theme(s): -Words come together to make sentences. -Our names can be words that are part of a sentence. -Letters come together to make sounds, sounds come together to make words, words come together to make sentences.	Focus: -Sentence structure -Fill in the blank -Text/Illustration relationship	Vocabulary: -sentence -words -likes/interests -drawings -illustrations
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Before:

- Before the lesson, create a parent note and tape or glue it to the back of the book. Create sentence structures after the letter pages in the book with this framework, “Ms. Heiting likes _____.” And leave room for a picture on the top. Create a teacher model for 3 different pages. Make 3 sentence structures for each student.

set a purpose

- Tell the students, “Today is the last day that we will be working on our book in class. Let’s review what we have learned already!” This should take at least five minutes to review. Review each students book. Show the cover, and the first letter page. For each page, show the relationship between the letters, sounds, and words. For example, “Lets’ look at James’ book! On the cover, he wrote his name using the cut out letters? How many letters are in his name? Lets’ spell James’ name together. Now let’s look at his ‘J’ page in his book! Here is the J for James! Here are all of the words James found in the newspaper with ‘j’s in it! Even though James’ name and these words all have j’s in them, they are different because they are combined with other letters to sound different all together. Here are pictures of things that also start with the J sound. Let’s say them... Ja,ja, Jump!(etc).” Do this interactive review with each student book to reinforce the concept that letters come together to make sounds and sounds come together to make words, and that other words share the same letters and sounds as in our name.”
- After this, tell the students, today, we are going to use our names to make sentences, because readers and writers use sentences to tell stories, and we are trying to learn to be the best readers and writers we can be.”

activate and build

- Show an example of a sentence. Together, count how many words there are all together. Explain that sentences are used to tell stories.

introduce and explain

- “Today, we will be writing and drawing about things that we like to make our very own sentences. Are you ready to try?”

During:**model**

- Show students the teacher model. Show first the filled out page. Show that there is a picture and words that come together to make a sentence that tell a story about something that I like. Show the sentence and show the picture. Next, show the page that is not filled out yet. Tell the students that this is what their page will look like, and it will be their job to think of things they like to finish the sentence by adding a word. Ask the students to remind me of my favorite animal, so that I will write, “Ms. Heitings like’s otters.” Then explain that we worked together to add another word to make it a sentence. Then draw a fast picture to explain that pictures help to tell stories. Show one more example with explanation.

guided practice

- Have students open up to the pages in the book that have the open sentence structure. Ask them to think of things they like. Tell them it could be someone, food, and animal, a game, a place... whatever they want. Once they thought of something, have each of the students tell you their idea. Tell them that if they can write the word on their own, then write it in the blank space. If not, we will work on it together. Then instruct the students to add a picture to the page to tell the story with a picture and a sentence.

independently practice

- Allow students time to work on creating their sentences and drawings. Go to each of the students individually to work on their books. Restate that words come together to make sentences. Give guidance and write for students that make not yet be able to write.

Restate and Clarify

- Once students have written 3 things that they have liked in the sentence structure and started drawing pictures with guidance, bring them back together.
- Ask students, “Did you like making sentences about you and the things you like? These are all important jobs that writers have. Continue to write and draw in your books.

Reflection

- “Let’s look at some of the words our friends put together to make sentences!” Share students work.

Extend ideas

- “You can take your book home today! Remember, our book is not finished! You can still add so much too it!” Explain how students should complete tasks for the other letters in their name like they did for the first letter. Explain that there is a note on the back of the book that they should show their family, so that they family can work with them to complete the book. Tell the students, “This is YOUR own book. It has your name all over it. This is a very special book, just like you, and it will help you to become a great reader and writer. Restate the instructions for each page one more time.

Check for understanding

- Ask students, with giving vocabulary cards (sounds, letters, words, sentences) letters come together to make what?? Sounds come together to make what?? Words come together to make what??

Assessment:

Informal

- Check that the students can read through their sentence. Monitor their work and their engagement in the interactive review and sentence formation. Take anecdotal notes.

Formal

- Students were able to come up with at least 2 words of things that they liked and wrote them (or told me to write them) in their

books.

Extension:

For students that have finished the three sentence structures provided with pictures, they can create more sentences in their book.

Differentiated Instruction:

For those students who do not have writing skills developed enough to write on their own, I will do the writing for them with their assistance.

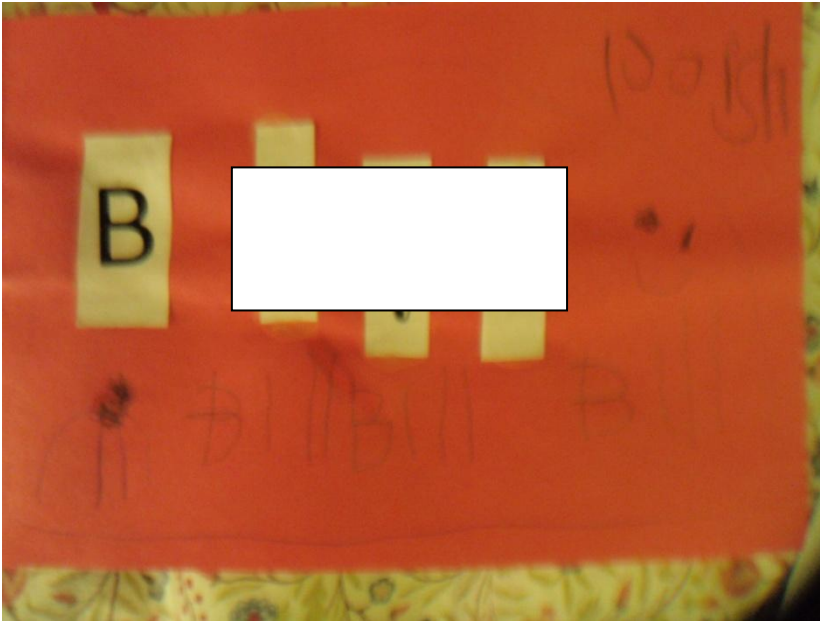
Modify and Changes to Plan:

If I were to have more time, I would have explained more about sentences and sentence structure.

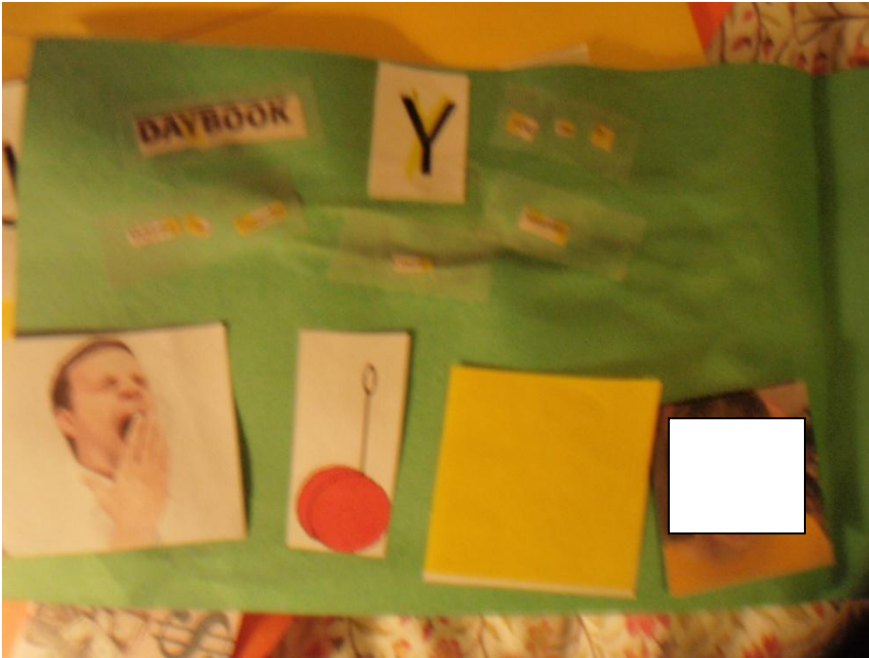
Appendix

- I. Pictures of Student Work
- II. Parent Letter from Lesson 4

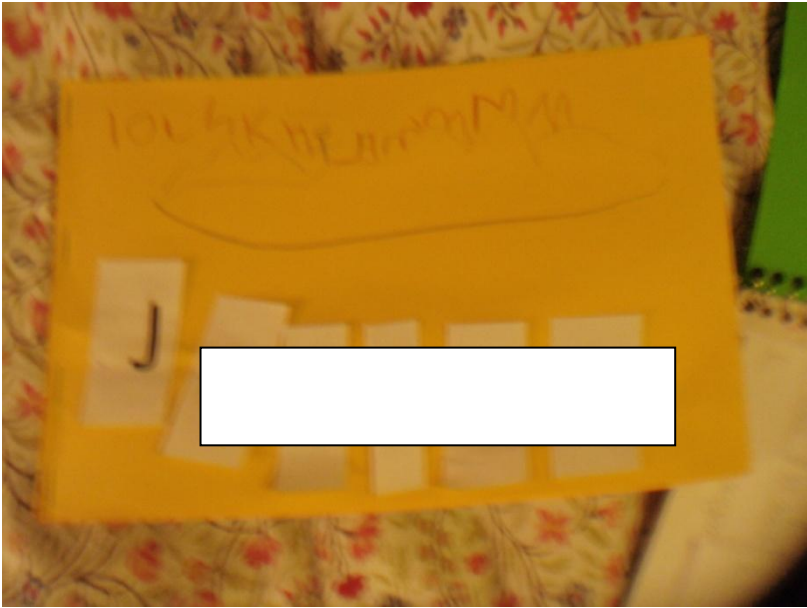
II. Pictures of student work



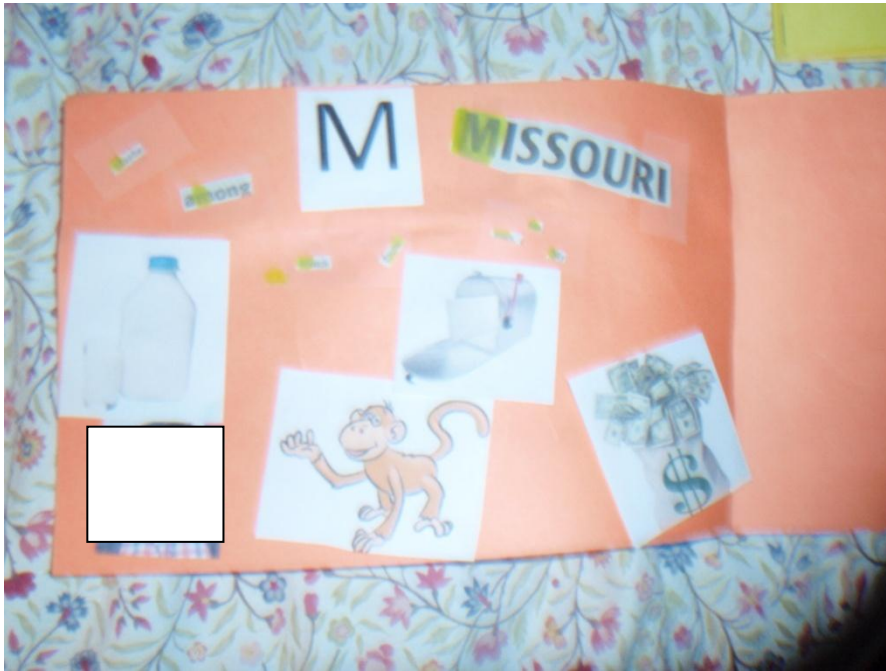
Cover of Bryce's Book



“Y” Page in Yakim’s book with words he found in the newspaper with the highlighted letter ‘y’, and pictures of words that start with the same sound as him name



Cover of James' Book



“M” Page in Meghan’s book with words he found in the newspaper with the highlighted letter ‘m’, and pictures of words that start with the same sound as her name

III. Parent Letter from Lesson 4

Hello Parents!

This book was made for your child to continue to learn the relationship between letters, sounds, words, and sentences, and using their name to learn about this relationship. They learned that letters come together to make sounds, and sounds come together to make names and words. The letters and sounds in their name can be found in all different types of words, such as the cut out words from the newspaper with the first letter or your child’s name,

and the pictures of things that start with the same sound as your child's name. This was completed for the first letter and sound in your child's name, but please feel free to continue to work with them to complete this book using the first letter as a model. They also have blank pages in the back of their book to practice more writing, drawing, or anything else they feel like creating. It was great to work with your child!

Sincerely,

Ms. Heiting

(Part time student teacher from UIUC)