

Theme: ALPHABETS	Duration: Learning about the alphabets is an ongoing process.
	Grade: Kindergarten Topic: Letter T Lesson Plan Duration: 1 hour and 15 minutes Date: November 24, 2011 (morning)
Subject Competency:	<ul style="list-style-type: none"> English Language Arts
Learning Intentions or Objectives (SWBAT)	<ul style="list-style-type: none"> Students will be able to effectively write the letter “T t” in upper case and lower case. Students will practice their fine motor skills through drawing, coloring, and tracing. Students will be able to brainstorm words that begin with the letter “T t”. Students will be able to associate words that start with the letter “T t” through interactive activities from the smartboard.
Subject Competency:	<u>Preschool Education</u> <ul style="list-style-type: none"> Competency 1: To perform sensorimotor actions effectively in different contexts. Competency 3: To interact harmoniously with others. Competency 4: To communicate using the resources of language. Competency 6: To complete an activity or project.
Essential Knowledges:	Motor and Psychomotor Strategies <ul style="list-style-type: none"> - Discovering his/her sensory potential - Using objects, tools, and materials properly Learning related to sensory and motor development <ul style="list-style-type: none"> - Fine motor movements (tracing) Emotional and Social Strategies <ul style="list-style-type: none"> - Paying attention - Maintaining concentration Learning related to social development <ul style="list-style-type: none"> - Cooperative games (games that have no winners or losers) - Politeness - Participatory and cooperative actions Learning related to language development <ul style="list-style-type: none"> - Recognizing letter(s) of the alphabet. In this case, the students will be focusing on the letter “T t” - Recognition of writing in the environment
Cross Curricular Competencies:	<ul style="list-style-type: none"> Competency 6: To use information and communication technologies Competency 8: To cooperate with others

Broad Areas of Learning:	Use of media related materials and communication codes <ul style="list-style-type: none"> - Technologies and Communications
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Classroom Management	Classroom management will be carried out by: <ol style="list-style-type: none"> 1. Positive reinforcement 2. Reinforcement of classroom rules 3. 1, 2, 3 hands on top, that means stops! 4. Take your key out of your pocket, lock your doors, and put your key away. 5. Visuals <ul style="list-style-type: none"> - Red paper means too loud - Yellow paper means the level of noise is getting too high, so be careful! - Green paper means that the noise level is acceptable. Keep up the good work!
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Differentiated Learning	<p>There is an autistic child in one of my groups and in order to make his learning experience as enjoyable and meaningful as possible, I...</p> <ol style="list-style-type: none"> 1. Pair this autistic child with another student (who he gets along really well with) to help him focus on his work. 2. Have included pencils, scissors, and coloring pencils that are made for this child to help him in arts and crafts activities. 3. Accommodate his needs. <ul style="list-style-type: none"> - For students who require more help, I make sure to re-explain instructions and/or steps of an activity. - I also have implemented learning centers in the classroom. So when some students finish before others, they have a choice to go either to the writing, listening, or pattern center.
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Teaching Skills for Improvement	<ul style="list-style-type: none"> - Classroom management <ul style="list-style-type: none"> -Have students listen and pay attention in a new classroom setting. -To use interactive activities to make learning meaningful. - Language <ul style="list-style-type: none"> -To avoid using slang terms such as “gonna” (going to).
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Lesson- Letter “T t”

Materials

- Smartboard and interactive activities
- Jolly Phonics and Alphatales booklets (Writing and Coloring)
- Pencils and color crayons
- Stool for students
- Books...
 1. Tricky Turkey
 2. When Tilly Turtle Came to Tea by Carol Pugliano-Martin
 3. Finger Phonics by Sue Lloyd and Sara Wernham

Introduction (20 minutes)

Morning routine: Morning song and attendance ~ 5 minutes

- Make sure all the students are sitting properly.
- **Explain:** This morning, boys and girls, we will be doing our lesson in another classroom because we will be using the smartboard. Does anyone know what a smartboard is? **A smartboard is a big white board. It connects to a computer and once it is connected to the computer, it acts like a computer.**
- Have all the boys and girls line up in a straight line. Make sure all students are not speaking. Remind the students that there should be no one talking when we walk to the other classroom.
- Once in the classroom, make sure all students are sitting in front of the smartboard.
- Turn the machine on and calibrate it.
Note: This will be done before the lesson
- **Explain:** Boy and Girls, we have been working on the alphabets for the last couple of days. This morning we will be learning about another letter. Can anyone guess which letter we will be doing? It sounds like this, t, t, t, t.
- Give students a moment to think and come up with the letter.
- Once the students have come up with the letter, **ask:** What words begin with the letter “T t”?
- Before students answer the question, explain to them what Think, Pair, and Share stands for.
Note: Think (Individually), Pair (Discuss with a partner), Share (discuss with the whole class).

Development (35 minutes)

- Remind the students of the last two actions we did when learning about the letter “S” (Weave hand in an “S” shape, like a snake, and say ssssss) and “A” (Wiggle fingers above elbow as if ants crawling on you and say a,a,a,a).
- **Action for the letter “T”:** Turn head from side to side as if watching tennis and say t,t,t,t.
- **Explain:** When you think of the letter “T”, try to imagine you are watching a tennis match. While you are watching the tennis match, you see the ball going back and forth (move your head from side to side). As you move your head from side to side make the sound t-t-t-t.
- Give the students a moment to practice the new action.

ACTIVITY #1- Practice Writing the Letter “T”

- Next, demonstrate to students how to make an upper case (capitol) and lower case “T”.
Note: Make a straight line first, and then add the line on the top.
- On the smartboard, have students come up and practice how to trace an upper and lower case “T”. Take a few minutes to explain how to use the smartboard tools.
- **Explain:** Boy and girls, there are two ways we can write on the smartboard. The first way is to take the smart pen from the ledge and write directly on the board. The second way is to hold the smart pen in one of your hands while you use your fingers of your other hand to write directly on the board. Remember boys and girls, do not lean the side of your hand on the smartboard while you write, you will not be able to trace the letter well (demonstrate to students). Also, if you make a mistake and want to erase what you wrote, you have to put the smart pen back on the board and pick up the smart eraser.
- Pick names out of a hat/bag to make sure all students have an equal chance to write an upper and lower case “T”.

ACTIVITY #2- Multiple Choice

- Next, on the smartboard, have the students’ answer 3 multiple-choice questions. The question is the following: “What word begins with the letter “T”?”. The main objective of this activity is to look at the four images (A, B, C, and D) and circle the letter A, B, C, or D that corresponds to the image that begins with the letter “T”.
- Select, from a bag, 3 students to come up and circle the correct answer.

ACTIVITY #3- Vortex

- For this activity, students have to look at 16 images. Some of these images begin with the letter “T” while some images do not. The objective of this game is to select an image that begins with the letter “T” and to put it in the vortex.
Note: If students select an incorrect image, the vortex will not accept it.
- Explain the game to the students and select one student at a time to play the game.

Conclusion (20 minutes)

- Thank the students for their full attention and cooperation.
- **Explain:** Boys and girls, we will continue our discussion on the letter “T” downstairs in class.
- Have students quietly line up and return to class.
- Make sure all students are sitting quietly on the carpet.
- **Read:** Tricky Turkey
- At the end of the story, **ask:** what are some words you remember from the story that start with the letter “T”.
- Give students some time to think
- **Explain:** Now, we will be working in our Jolly Phonics Booklet. First, you have to color the tennis racquet and ball. I want you to make sure you take your time and color in the lines. Second, you have to trace an upper and lower case “T”.
- Have all the students sit on their tables and distribute to each student his or her Jolly Phonics Booklet.
Note: The Jolly Phonics booklet contains all the letter of the alphabets. In this booklet, students are able to trace and write each letter as well as color a picture associated to a specific letter of the alphabet.

Extended Activities

1. **Read:** When Tilly Turtle Came to Tea by Carol Pugliano-Martin
Ask: What are some words that you learned that start with the letter “T”?
Have the students work in their Alphatale booklets. Each student will have to draw a picture of something they remembered in the story that begins with the letter “T”. In addition, students will have recopy a sentence written in the booklet.
2. **Have students make a book**
Each child will have 5 pieces of paper. One page will be for the title and the other four pages will be for drawing something that begins with the letter “T t”. For instance, turtle, table, toe, train, tiger, etc. At the end of this activity, students will have a booklet of images and words that begin with the letter “T”.

Evaluation**Criteria for students:**

- To effectively trace and write the letter "T" (upper and lower case)
- To effectively associate words that begin with the letter "T"
- To color in the lines and to use a variety of colors
- To use creativity in drawing and coloring
- To be actively involved in classroom discussion and activities

Means (through observation and documentation):

1. Participation:

- Think, Pair, Share discussion
- Whole class discussions
- Smartboard activities

2. Jolly Phonics Booklet and Alphatales Booket

Reflective Notes: