Lesson Plan Template

Grade: pre				
S. auc. pic	school		Subject: Language and Literacy	
Materials:	Materials: magnetic letters and chart with all letters on it.		Technology Needed: none	
Instruction	al Strategies:		Guided Practices and Concrete Application:	
Direct	instruction	Peer teaching/collaboration/	Large group activity Hands-on	
Guide	d practice	cooperative learning	Large group activity Hands-on Independent activity Technology integration	
Socrat	tic Seminar	Visuals/Graphic organizers	Pairing/collaboration Imitation/Repeat/Mimic	
Learni	ing Centers	PBL		
Lectur		Discussion/Debate	Simulations/Scenarios	
	ology integration	Modeling	Other (list)	
Other			Explain:	
Other	(1130)			
Charada adda	.		Differentiation	
Standard(s) Goal P-LIT 3. Child identifies letters of the alphabet and produces				
correct sounds associated with letters			Below Proficiency:	
COLLECT SORIIRS 9220CIGGER MITH IETTEL2			I will give the students less letters to choose from when they are	
			matching and identify sounds. These letters would be ones they	
01: 1: /	1		are familiar with for example letters in their name. As they are	
Objective(s) Students will recognize letters that they are matching by matching the			engaged, I will bring in more and more letters.	
Students will recognize letters that they are matching by matching the letters to each other on a chart.			Alexand Dan Galance	
			Above Proficiency:	
Bloom's Taxonomy Cognitive Level:		1-	Creating simple CVC words with the students and help them start	
		/ei:	sounding out the words.	
Analyzing				
			Madelities / Learning Dueforences / Auditam, Viewal Testile	
			Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)	
			Visual: The letter mat with the letters listed on it.	
			Tactile: the manipulative letters	
			Auditory: talking about each letter and what sound it makes	
Classusom	n Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to	
Let the students explore the manipulatives as it is their choice. The			the lesson, rules and expectations, etc.)	
			the lesson, rules and expectations, etc.)	
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Lesson Plan Template

- Let's find the letters that we hear in the word cat
- Do this multiple simple CVC words

Review (wrap up and transition to next activity):

- Go over some of the letters that they might have struggled with
- Ask the students if they learned any new letter sounds
- Can you again find the letters in your name?

Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-

in strategies, etc.

Asking the students what the letters are and what sounds they make. Watching if the students can match the different letters to each other.

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives) End of lesson:

The students will have the letters all matched up to each letter in the alphabet on the mat. They can produce the sounds of the letters.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This was a basic matching lesson for younger preschoolers. The students took different letters and matched them to the letter mat. The students that chose the center were very engaged. As the students were working on the matching of the letters, I would ask them different letters and see if they knew them. I would ask them to find the first letter in their name since the letters in their name is something they have been working on. Something I would change for the lesson is put pictures that represent the letters on the letter chart. This would help the students put more of a connection between the letters and their use. If a student is more advanced, you could have them make their own letter chart where they write the letters in the boxes. How I changed this lesson was depending on the advancement of the students. The more advanced ones I had spell their names with the letters. I just let the students do the matching for as long as they wanted to. Students learned to recognize alphabet letters and what their sounds are. I would sit one on one with the students and go over each letter with them. I learned that students appreciate when you can work one on one with them. You can build that connection with them easier and work with them where they are struggling.