



## Lesson Plan Template

	<ul style="list-style-type: none"> <li>○ Let's find the letters that we hear in the word cat</li> <li>○ Do this multiple simple CVC words</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>● Go over some of the letters that they might have struggled with</li> <li>● Ask the students if they learned any new letter sounds</li> <li>● Can you again find the letters in your name?</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>          Asking the students what the letters are and what sounds they make.          Watching if the students can match the different letters to each other.</p> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>          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.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          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.</p>	