

Lesson Plan

Name: Megann Wenger

School: St. Clement School

Grade: Kindergarten

Subject: Interactive Writing

Date: April 11th, 2011

STUDENTS: 20 students, 14 girls and 6 boys.

INSTRUCTIONAL GOALS:

Students will be able to:

- Sit quietly on the carpet while listening to a story about chicks.
- Write some facts about the theme of the week.
- Share the marker with their classmates.
- Spell the common sight words they have learned.
- Remember to leave spaces in between words.
- Remember to end the sentence with a punctuation mark.

INSTRUCTION:

- Ask students to sit on the big carpet.
- Read “Where Do Chicks Come From?” By: Amy E. Sklanky, Illustrated by: Pam Papparone to the students.
- Introduce Interactive Writing by explaining we are going to write a few facts about chicks together as a class.
- Pull forward the chart paper with a picture of a chick on it.
- Choose a title for our list
- Describe the picture and list what we know about chicks.
- Use the “Lucky Ducks” to call on students.
 - Make one student the “spacer” if needed.
- When we have about 5-10 facts wrap up the lesson.
- Read the facts to the class first, and then read it together as a group.

CONTENT STANDARDS:

- **Reading Standards for Informational Text K–5**
 - With prompting and support, identify the main topic and retell key details of a text.
 - Actively engage in group reading activities with purpose and understanding.
- **Reading Standards: Foundational Skills (K–5)**
 - **Print Concepts**
 - 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.

Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - 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/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **Phonics and Word Recognition**
 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 or many of the most frequent sound for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- **Fluency**
 4. Read emergent-reader texts with purpose and understanding.

INSTRUCTIONAL MATERIALS/RESOURCES:

- Chart paper
- Makers
- Story
- “Where Do Chicks Come From” By Amy E. Sklanky, Illustrated by Pam Paparone

ASSESSMENT:

- Teacher observation
- Encourage students to try again if they have a word spelled incorrectly

MODIFICATION:

- For a student in a wheel chair, bring the chart paper to them so they don't have to wheel around/through the other students.

Interactive Writing Lesson Reflection

April 16, 2011

I started my lesson by reading Where Do Chicks Come From? By Amy E. Sklansky. I introduced the book and asked the students a few questions about chicks and what they knew already. Some students asked how many chickens can be born at a time and I answered them by saying “We’ll have to wait and see what the book tells us.” After everyone got their questions answered I started reading the story and I was amazed at how well the students sat and listened to the story. The only time they were chatty was when I was asking questions after certain pages I had read. I was very pleased that they sat and listened so well, it made things much easier for me. Once I finished reading we discussed the book and then I taped up a couple pictures of some chicks. The students thought they were so cute! I told the students we were going to make a list of things we know about chicks, such as: what they look like, what they eat, how they feel, etc. In order to choose students, I used the “lucky ducks” Mrs. McLiman’s has in her room, which are sticks with all the kids’ names on them in a can. I just chose one stick at a time and if the child’s name I called wanted to write something they could or if they didn’t have anything I just drew another name. This worked out the best because then I didn’t have to pick and choose who to call on. When we were finished writing facts we went through them as a class to review what everyone had written.

I felt as though this lesson went well and all my objectives were achieved! The students shared the marker and took turns nicely writing facts about chicks on the chart paper. They were also very interested in the story as I was reading. Some students had a lot of questions or comments but I thought that was ok because that is how you learn best sometimes. If I were to do this lesson over I would try and find a more “kid friendly” story on chicks. At first, I thought

this book would be appropriate but after reviewing the pages, after teaching I now realize there are some terms that were too big for the students' to understand. Also, there were a few pages that I couldn't read to begin with because it talked about such topics kindergarteners would not know about. I would also have a sturdier easel for the chart paper, as it was hard for the students to write, because the easel was wobbly. I also have learned from teaching in the kindergarten that I need to become more confident in disciplining students' when they are to talk-a-tive when they shouldn't be. During this lesson they were quite chatty, but I think that is because they were so interested and had lots of questions. I'm glad I did this type of lesson because now for the future I know where to make changes to better the lesson.