**Kindergarten: Sight Words Guided Reading Lesson Plan**

**Section 1: Lesson Preparation**

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| **Teacher Candidate Name:** |  |
| **Grade Level:** | Kindergarten |
| **Date:** | March 1, 2020 |
| **Unit/Subject:** | ELA |
| **Instructional Plan Title:** | Dr. Seuss |
| **Lesson Summary and Focus:** | Students will easily read high frequency words: *am, it,* and the *–at* family. |
| **Classroom and Student Factors/Grouping:** |  |
| **National/State Learning Standards:** | RF.K.3.C Read common high frequency words by sight.  RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| **Specific Learning Target(s)/Objectives:** | Review: I can read the sight words *am* and *it* with 90% accuracy.  Review: I can write the sight words *am* and *it* with 90% accuracy.  Lesson Target: I can identify words from the *–at* family in my reading and writing with 80% accuracy. |
| **Academic Language** | **Key vocabulary:**  Word Family - The patterns in words help you read and write them. Today we are going to look at the pattern -*at.*  **Function:**  Students will demonstrate understanding by reading *am, it*, and *–a*t family words within print in texts and around the room. Students will also show understanding by writing those same words.  **Form:**  Students will be given think time to demonstrate knowledge in classroom discussions. Students will also be able to demonstrate understanding through their writing. |
| **Resources, Materials, Equipment:** | Easel, sentence strips, markers, picture cards, pocket chart, reading books, magnet letters, pens, paper, ABC chart, individual books |
| **Technology:** |  |

**Section 2: Instructional Planning**

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| **Anticipatory Set**   * This lesson builds on the introduction of the –at family. Students are aware they can make additional words using –at. * Students will be excited to sing and rhyme identifying –at family words. | **Time Needed**  **10 mins** |
| **Multiple Means of Representation**  **Small Group:**   * Focus: High Frequency Word Fluency * Word Work: Students will be given the letters a, t, i, and s. Then they will be asked to spell the words it, is, and at. * Next, we will see how we can take the word hat and change the first letter to make new words in the –at family.   **Book Intro Cat in the Hat:**   * Have you ever had a really silly friend? * Have you ever made a big mess in your house? * What are some rules you should follow when you visit someone’s house? * Do a book walk and identify the *H* sound in hat//has. Also, look for –at sounds like in cat and hat. * Children will then read independently with teacher listening in a **round robin** format. * After reading: What was the Cat in the Hat like? What color was his hat? What was your favorite part? * Writing task for second half of guided reading group (This may occur on the next day.) If you could do anything you wanted, what would you do?   *Explain how you will differentiate materials for each of the following groups:*   * English language learners (ELL): Repetition of words and letter sounds. Allow for pointing of familiar objects while reading the story. Teacher points to word that corresponds with the picture to help make connections. Praise effort. * Students with special needs: Repetition. Allow student(s) to begin with familiar objects to make connections such as *cat and hat* to develop the *–at* sound. Model vocabulary for students. Praise effort. * Students with gifted abilities: Have students individually or pair read a sight book looking for the *it, am,* and *at* sounds. * Early finishers (those students who finish early and may need additional resources/support): This is a small group activity with differentiation. Once students finish the rotation and have teacher approval, they will move to the engagement activity. | **Time Needed**  **15 mins**  **3 rotations** |
| **Multiple Means of Engagement**   * Students use the story to build the words they found that have the –at sound and then put their finger under it and read it. Students use dry erase markers to do “Show Up” activity to write the words quickly and “show” their boards when the teacher prompts. * We looked at the -at family. Examples may include at, cat, bat, mat, and sat. * Students raise hands offering answers and participating.   *Explain how you will differentiate activities for each of the following groups:*   * English language learners (ELL): Repetition of words and letter sounds. Allow for pointing of familiar objects while reading the story. Teacher points to word that corresponds with the picture to help make connections. Praise effort. * Students with special needs: Based on needs, allow for extended time when hearing the word and pointing to it in the book and copying words onto their dry erase board. Allow students to work with a partner to increase confidence. Allow student to use letter cards to build words on the table prior to writing. * Students with gifted abilities: Have students look for multi-syllable objects with the review sound, – it in a selection on short reading books such as: kitchen, kitten, mitten, and rabbit. * Early finishers (those students who finish early and may need additional resources/support): This is a small group activity. Once students finish the rotation and have teacher approval, they will move to the engagement activity. | **Time Needed**  **15 mins Working with a parent volunteer or the co teacher** |
| **Multiple Means of Expression**  Informal observations will be made while students are reading and writing both at small group and throughout the corner activities. As needed, teacher will ask students to join a small group activity to assess their comprehension of the practiced site words for the day.  Students will independently complete a cut and paste worksheet matching site words with pictures.  *Explain if you will differentiate assessments for each of the following groups:*   * English language learners (ELL): Allow students extended time as needed. Have student begin by circling the –at in each word then repeating the word three times. Assist student in matching the word to the picture. Praise effort. * Students with special needs: Allow students extended time as needed. Have student circle the –at in each word and sound out the word with a peer. If students need assistance with cutting and pasting due to fine motor development, have student cut and paste half of the pictures and have student draw lines to connect the other half if student becomes frustrated or task becomes too lengthy. Students can also use letter cards to build the word next to the picture and repeat the sounds for some of the words. Praise effort. * Students with gifted abilities: Challenge students to write three words of their own using the *–at* sound and draw the coordinating picture on the back of their worksheet. Praise effort. Praise effort. * Early finishers (those students who finish early and may need additional resources/support): After teacher has reviewed worksheet and determined that student does not need additional support, have students make nonsense words using the –at sound. Writing them on the back of their worksheet to share later during floor time. If student needs additional support, teacher will work one on one or in a small group to guide students with correcting the worksheet. Praise effort. | **Time Needed**  **15 mins** |
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| **Dyslexia Instructional Strategy and Justification**  **Strategy:**  **Justification:** |  |
| **Differentiation Strategies and Justification**  **Strategy 1:**  **Justification:**  **Strategy 2:**  **Justification:**  **Strategy 3:**  **Justification:** |  |
| **Assessment Differentiation**  **Differentiating for Dyslexia:**  **Justification:**  **Strategy 2:**  **Justification:** |  |
| **Extension Activity and/or Homework**  Students are to share three words with their families that they learned today using the –at sound. They are to find three new words not discussed during class that include either the *am, it,* and/or *at* sound and bring in a picture/book of one to share with the class during floor time. | **Time Needed**  **10 mins** |
| **Rationale/Reflection**  ***Small group instruction with teacher using Word Wall:*** Teacher worked in three small group rotations after anticipatory set to introduce the –at sound (example words on word wall) with students in groups of comparable levels of understanding so that the instruction could be differentiated based on current levels.  ***Show Up and Targeted Feedback:*** Engagement strategy of using white boards for students to show their answers. This is more kinesthetic and engaging for students and a quick check for the teacher to determine what students still need some reinforcing of the concept.  ***Independent work:*** Students complete a cut and paste activity that has a dual purpose of developing fine and gross motor skills as well as assessing individual student understanding of the site word sounds. |  |

**Reflection:** In 250 words, discuss how the lesson plan could be adjusted when co-teaching and collaborating with another teacher.