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| ***Outline for a Daily Lesson Plan***  ***Date: July 9th***  ***Objective(s) for today’s lesson:***  Student will become aware of different sounds in words. Focus will be on ending sounds of a word.  Student will use picture cards to practice saying the word and listening for the ending sound of the word.  ***Rationale*** (Explain why this content and/or skill is important and worthwhile, and how you will work to make it relevant to your students’ lives):  Being able to identify all sounds of a word is an important pre reading and writing skill. The student will be able to use his knowledge of the ending sound to read and write words as he begins to read and write on his own.  ***Materials & supplies needed:***  Picture cards  Paper with 6 letters  Plastic chips | |
| ***Procedures and approximate time allocated for each event***  The activity will involve using a matching game of letters and ending sounds. This lesson will take approximately 10 minutes.  *•* ***Introduction to the lesson (****What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences in and out of school? How will I motivate them to become engaged in the lesson and understand its real world purpose?) (\_ minutes)*  Explain to student that the purpose of today’s lesson is to work on listening to the ending sound of a word*.* Also, explain that since he is so good at beginning sounds, that we are moving to ending sounds to help him learn to read and sound out words. Since he can read some simple sight words, he was able to see the connection to reading.  Using verbal praise and incentives to motivate this student enabled this student to become actively engaged in this lesson.  *•* ***OUTLINE of key events******during the lesson*** *(Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (\_\_\_ minutes)*   1. Explain that the purpose of this lesson is to teach him ending sounds of words. 2. Explain that he will need to focus on what we are doing for 10 minutes and at the end of the allotted time he may choose a prize from the prize bucket. 3. Show the student the picture cards and go over the names of each picture. Use only 6 pictures at a time. 4. Give verbal examples of how to find the ending sound – repeating as often as needed for clarity. 5. Review pictures and orally identify what the ending sounds are with the student. 6. Play the game with the student – giving as much support as needed to be successful 7. Encourage student to play the game alone. Take note of sounds he still struggles with to repeat in future lessons.   ***• Closing summary for the lesson*** *(How will I bring closure to the lesson and actively involve children in reflecting on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (\_\_\_ minutes)*  End the lesson with verbal praise and the incentive. Reflect with the student on what sound is the ending sound and how well he did in identifying the sounds. Review the difference between ending sound and beginning sound since this is often a difficult distinction for students at this age to make.  End the lesson with praise and build excitement for the next lesson by letting the student know that next time will include a new game and more incentives.  ***• Transition to next learning activity*** | ***Academic, Social and Linguistic Support during each event*** |
| ***Assessment*** *(How will I gauge the students’ learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps?*  Use notes taken during the lesson to determine which sounds to review in the next lesson. Use what I learned about the attention span and learning style of this student to help plan the next lesson. Since I was just working with one student it was easy to gauge what he was understanding and what he needed to work on in our next lesson. | ***Academic, Social, and Linguistic Support during assessment*** |

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| ***Outline for a Daily Lesson Plan***  ***Date: JULY 11, 2013***  **Objective*(s) for today’s lesson:***  Student will work on letter sound recognition by providing primary sounds of each letter of the alphabet and associating the sounds with a word they know that begins with that letter/sound.  Student will walk around the room to gather items that begin with the letters given by the teacher.  ***Rationale*** (Explain why this content and/or skill is important and worthwhile, and how you will work to make it relevant to your students’ lives):  Knowing the sounds for all letters of the alphabet is an important pre reading and pre writing skill.  By relating the sounds to objects found in the room, the student will begin to connect the idea of letter/sound and word relationship.  ***Materials & supplies needed:***  Bag for collecting items  List of unknown letters ( as determined by pretest)  Letter cards to match items to the letter | |
| ***Procedures and approximate time allocated for each event***  After directions are given, teacher will demonstrate one or two letters and then do 2-3 with the student before requiring the student to work on his own.  Student will play this game for approximately 10 -15 minutes.  *•* ***Introduction to the lesson (****What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences in and out of school? How will I motivate them to become engaged in the lesson and understand its real world purpose?) (\_ minutes)*  Explain to the student, that we will be playing a game to help him learn the sounds for some of the letters he didn’t know on the pre-assessment.  By allowing him to find things in the room to identify letter sounds, student will be able to connect the idea of letter sounds and “real” items.  Student will earn verbal praise and an incentive prize upon completion of the game.  *•* ***OUTLINE of key events******during the lesson*** *(Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (\_\_\_ minutes)*   1. Explain to student that we will be working on 6 letter sounds today. 2. Tell student the letter and the sounds they make 3. Review sounds orally with the student several times before beginning the game. 4. Explain that we will play this game for 10-15 minutes and at the end of the time, he will receive a prize. 5. Give student one sound at a time for him to work on. Allow him time to walk around the room, to ask questions if needed and to locate the correct item. Give support and verbal praise as needed. 6. Repeat with the other 5 letter sounds. 7. Review letter sounds once all 6 items have be gathered and placed on the table by the correct letter.   ***• Closing summary for the lesson*** *(How will I bring closure to the lesson and actively involve children in reflecting on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (\_\_\_ minutes)*  Once the items are on the table, review all letter sounds and show the letter card so student can begin to make the connection between that letter and its sound  Include verbal praise for the ones he has mastered.  State that we will work on any sounds he still has not mastered at another time.  Note which letter sounds still confuse him.  ***• Transition to next learning activity*** | ***Academic, Social and Linguistic Support during each event*** |
| ***Assessment*** *(How will I gauge the students’ learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps?)*  Using notes taken during lesson, determine which letter sounds have been mastered and which may need to be worked with again in future lessons.  Note any hesitation on the student’s part as this may indicate sounds are not fluent. Review any such sounds as fluency is required as well as accuracy. | ***Academic, Social, and Linguistic Support during assessment*** |

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| ***Outline for a Daily Lesson Plan***  ***Date: July 17, 2013***  ***Objective(s) for today’s lesson:***  Review primary letter sounds using initial letter sounds association.  Review ending sounds for three sound words.  Correspond both initial and ending sounds to correct letters.  ***Rationale*** (Explain why this content and/or skill is important and worthwhile, and how you will work to make it relevant to your students’ lives):  Identifying initial and ending sounds for words and knowing the letters that make those sounds are key skills in learning to read and write.  By using pictures of items or actual items, the student will make the real life connection of letters/sounds to words.  **Materials & supplies needed:**  Picture cards  Paper with 6-8 letters ( previous lessons and assessments will determine which letters to use)  Plastic chips  Letter cards | |
| ***Procedures and approximate time allocated for each event***  Student will be reviewing both games this time so directions will be minimal.  Briefly review each game separately and orally review letter sounds.  Play each game for 5-10 minutes.  *•* ***Introduction to the lesson (****What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences in and out of school? How will I motivate them to become engaged in the lesson and understand its real world purpose?) (\_ minutes)*  Explain that we will play both previous games today.  Explain that we will review the letters from previous lessons but we will be using different pictures or different items must be found.  If student does well with these letters, other letters may be used.  Explain to student that a prize will be given at completion of lesson time.  *•* ***OUTLINE of key events******during the lesson*** *(Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (\_\_\_ minutes)*   1. Review the directions for the ending sound activity. 2. Explain that a prize will be given at the end of the lesson. 3. Show the student the pictures that will be used and be sure he understands what the pictures are. 4. Give an example and practice one or two with the student. 5. Lay out the 6 pictures and ask student to identify the ending sound for each picture. Support and praise as needed. 6. After a small break, review the directions for the next activity. 7. Show student, the first letter. Ask him to identify the letter and find an item that begins with that letter. 8. Continue with all items. 9. Once student has shown mastery, use the same activity to identify the ending sound of each item collected. 10. Verbally praise the student for participating and for the letters he has mastered. 11. Make notes of any letter sounds he has not mastered or was hesitant on.   ***• Closing summary for the lesson*** *(How will I bring closure to the lesson and actively involve children in reflecting on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (\_\_\_ minutes)*  Verbally praise student for all of his hard work. Remind him of the letter/sounds that he has mastered in our lessons together.  Encourage him to play these games with his mom during their “homework” time.  End the tutoring time with enough praise and encouragement for him to feel good about the time he has spent working with me.  ***• Transition to next learning activity*** | ***Academic, Social and Linguistic Support during each event*** |
| ***Assessment*** *(How will I gauge the students’ learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps?)*  Use notes taken during activities to determine with letter sounds still need to be worked on.  Use notes taken to determine if identifying ending sounds has been mastered.  All post assessment results will be given to his mother so she can continue to work with him over the summer.  Results will be provided to classroom teacher in the fall if requested. | ***Academic, Social, and Linguistic Support during assessment*** |