

letters. They are beginning to identify the sounds of the letters. Student ability with this skill varies at this time. We work daily to accomplish standard K.RF.3a.

- Students will segment words into phonemes (with teacher support as needed). We will use a “stretch the word out” technique that I teach to students and parents. This is a skill that needs to be extensively modeled and practiced in a guided setting. The ultimate goal is for the students to eventually “stretch out” unknown words independently.

- Students will to write words by writing one letter for each sound heard (with teacher support as needed).

- Students will begin to correctly form letters with a focus on lower case. At this point the children are at very different skill levels with letter formation. Some children can write all of the letters. Many are writing only upper case and are being encouraged to learn how to form and use lower case. Other children are working more globally on learning how to form letters.

4. Prior/Subsequent Learning Connections –

The children have been engaged in daily word study activities focused on the skills of letter recognition, letter formation, and on understanding the letter-sound relationship. These activities include name cheer, letter sound cards integrated with a key picture and a kinesthetic component, various letter sound games and songs, and modeled practice in stretching out words and forming the letters in order to spell the words. In addition, the children are building a sight vocabulary. This reinforces the concept that spoken words are represented in written language by specific sequences of letters.

5. Lesson Activities (As Applicable)

A. Introduction – I will begin by explaining to the students what they will be doing in each group during our center rotations. One group will

be working with me on stretching out words, one group will work with Mrs. Schrader on a rhyming book, one group will be working on solving floor puzzles and one group will be working on filling in a differentiated November calendar. The puzzle and calendar groups will be working independently. We will discuss good group work behavior.

B. Individual Work – In the puzzle and calendar rotations, the boys and girls will primarily be working independently. The calendar group will have a model that they can reference if they get stuck on how to form a number or on what number comes next.

C. Group Work – I will be working with four word study groups.

The first group has the most difficulty with letter identification, letter sound knowledge and printing letters. They will receive the most guidance and modeling from me. I will begin by reviewing our learning goal for the lesson. We will then practice several letter sounds that we will be using to write new words. This group will be stretching out all short a CVC words. These children often struggle with how to form letters. Correct printing of lower case letters will be modeled as we write the words.

The second group has the strongest word study skill set. They have a strong foundation in letter identification and the letter sound relationship for the consonants. They are working to further develop their understanding of the letter sound relationship for the vowels. We will review the vowel sounds before we begin to stretch out the new words. Correct printing of lower case letters will be modeled as we write the words. If time permits, this group will choose one of the new words that they've spelled and they will write a sentence on the back of their paper using the chosen word and their sight vocabulary.

The third group is working at benchmark for the acquisition of letter ID and letter sound knowledge skills. We will practice several of the letter sounds that we will be using to write new words, with an emphasis on the vowels. We will then stretch out unknown words. Correct printing

of lower case letters will be modeled as we write the words. If time permits, we will work on rhyming words with the words that we've written.

The fourth group is working at benchmark for the acquisition of letter ID and letter sound knowledge skills. We will practice several of the letter sounds that we will be using to write new words, with an emphasis on the vowels. We will then stretch out unknown words. This group needs more support with letter formation as they can at times identify the letter sound, but have difficulty writing the letter to represent the sound. A strong emphasis will be placed on correct printing of lower case letters. This will be modeled as we write the words. If time permits, we will work on rhyming words with the words that we've written.

D. Closure – After our rotations are completed, we will come together to review how the boys and girls felt the class did at each rotation.

Grade Level/Subject: ____Kindergarten____Date: _November 1, 2012

6. Materials – Word study cards, word study worksheet, dry erase board, November calendars differentiated for each group, rhyming books, puzzles.

7. Assessments (As Applicable)

A. Formative – Formative assessments have been given to evaluate the students' current proficiency with letter identification, knowledge of the letter sound relationship and the ability to accurately form letters and numbers. These assessments are used to group students for word study and to differentiate the November calendar activity. In addition, during the lesson I will be monitoring student responses to assess strengths and weaknesses with

the various skills being taught (letter sound relationship, the ability to stretch and hear most dominant sounds from beginning to end, correct letter formation).

B. Summative – I will be administering the Sentence Dictation assessment during the first full week in November. I will use this assessment with parents at our conference to review strengths and areas to be developed. (Please see attached form).

Possible Adjustments to Lesson – As we are working in our groups, the amount of support I give each group with stretching out words will vary, depending on how well the children are doing as we move through the lesson. If time permits, and if the students in groups 3 and 4 have been highly successful with the word study activity, we will compose a sentence together on the back of their worksheet.