**Student's Name**: Jenna Rizzi



**School Name:** Orchard Hill Elementary School

**Grade Level:** K

**Host Teacher's Name:** Rosita Sheeley

**Lesson Topic and Main Concepts (Big Idea):**

This lesson will be focused on how letters and their sounds comprise words and how words then comprise a sentence.

**Background Information**

**a) Analysis of Students' Prior Knowledge including misconceptions**

 Students in Kindergarten are acquainted and proficient with reciting the Fundations cards however, they often do not understand how these skills translate into reading and writing. The Fundations cards provide phonics instruction and a way to remember and recognize the letter (upper and lower case), a picture of a word with beginning sound, and the letter sound. They are practiced almost every day as part of morning meeting. Students are now very familiar with the sounds and are beginning to use them when stretching out their words. Students should have a concrete understanding that letters represent sounds and words are comprised of these sounds.

 I have noticed that in past Writer’s Workshop blocks, many students will lump their “words” that they write together in one big string. This is not only incorrect but makes it much more difficult to read as a teacher! Part of this is because students do not understand what comprises a word and/or a sentence. Students must understand that certain letters/sounds comprise a word and that they must leave a space in between the words to differentiate them in the sentence.

**b) Teacher Content Knowledge**

Teachers must have a deep knowledge of the alphabetic principle and phonics. They must know how to properly pronounce sounds and demonstrate them to students. They must understand the many misconceptions students can have about writing. They must know how to model writing.

**NJCCCS and Common Core Standards**

[CCSS.ELA-Literacy.W.K.1](http://www.corestandards.org/ELA-Literacy/W/K/1/) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

[CCSS.ELA-Literacy.L.K.2](http://www.corestandards.org/ELA-Literacy/L/K/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.

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| **Objectives** | **Assessments** |
| Students will be able to differentiate between letters and words | Students will assemble letters to form words. Students will cut words apart in the proper spaces |
| Students will be able to use proper spacing to differentiate words in a sentence  | Students will cut words apart in the proper spaces |

**Materials**

**The Alphabet Tree by Leo Lionni**

**Fundation cards**

**Sentence strips**

**Construction paper**

**Scissors**

**Crayons**

**Glue**

**B.**  **PROCEDURE**

**1. Motivational Beginning & Activating Students' Prior Knowledge :**

I will engage the students by doing some of the Fundation cards and introducing The Alphabet Tree book by Leo Lionni. I will not read the entire book but just the pages 1-10 to keep it brief, spark the students’ interests, and introduce them to the topic.

**2. Logistics/Classroom Management**

This lesson should take approximately 45 minutes to complete. Students will begin on the carpet for the motivational beginning, mini-lesson and explanation of instructions. Next, students will work independently at their desk to complete the activity. Students have assigned tables in which they sit. The supplies such as glue and crayons for the activity are already at their tables. I will have two students help pass out materials for the activity.

The students will then collect back on the carpet for the summary and conclusion of the lesson. For the wrap up of the lesson I will call on student volunteers to share their work.

**3. Lesson Steps**

I will begin the lesson by reviewing the Fundations cards. I will do the motivational beginning with *The Alphabet Tree* by Leo Lionni. I will then do the mini lesson by explaining that letters have sounds and when formed into words, there is meaning. I will show the Fundation cards C, A, and T and explain that separately they are just letters that make their own sounds (and review the sounds). I will then demonstrate how they can form a word and that words have meaning. For example, we know “cat” means “”. I will also demonstrate with the word “sit” with the Fundation letters S, I, and T and model the meaning by sitting. I will then tell how when we write a sentence there are many words together to make even more meaning. To show proper spacing I will ask, which looks correct: “Iwenttothestore” or “I went to the store.” We will discuss and I will call up volunteers to point out words and letters and punctuation. I will completely model the activity. Each student will write on a sentence strip “I like X” and then will cut the words apart with their scissors so we can be sure that we know where the spaces go. Students will draw a picture to accompany this and they will glue the words onto their picture. I will have the students repeat the directions back to me before sending them back to their seats. I will conclude by calling everyone back to the carpet.

I will be conferencing as many students as I can throughout the activity.

\*Differentiation\*

I believe this lesson appeals to all kinds of learners. It allows for adjustments to best suit lower and higher learners. For example, for the lower learners I will give them the sentence starter I like\_\_\_\_\_\_. For other students they must stretch the sentence on their own. For the early finishers, I will have them share their work with each other on the carpet. It is very visual with the Fundations letters but also tactile with the cutting and gluing.

For my especially advanced student, Isaac (and as needed), I will encourage him to write more than one sentence using words from the word wall.

**4. Questions**

How many sounds in the word “cat”?

How many letters?

Can you distinguish between a letter and a word? (Word and a sentence?)

Point to each of the words in this sentence.

Point to one letter.

Point to the last letter of the word. Point to the first letter of the word.

Do we get meaning from a letter?

Do we get meaning from a word?

Do we get meaning from a sentence?

What is the problem with “Iwenttothestore”? Why? How can we fix this?

Does the space go in between a word? “a d og” vs. “a dog”

Please create your own sentence and carefully think where the spaces are before cutting

What do you think about this writing sample? Are all of the spaces in the correct spots?

**5. Curriculum Integration**

This lesson is interdisciplinary because it integrates art with writing. It also integrates science as we have been learning about leaves and all of the attributes of fall.

**6. Closure:**

After the students are finished we will gather back on the carpet for a review and closure. I will have a few students share their work with the class. We will make sure that we agree with the student’s spacing. Tomorrow we will review the concept again by having students act as “letters” with the Fundation cards and have them rearrange into a word.

**7. Follow-up/Next steps:**

Using the students’ work and the conferences I can see who needs further work on the topic or other extensions. For students that are struggling, I will show students how to use the Spacemen (little clothespins painted like astronauts that students put between words). Kindergarteners must continue with Writer’s Workshop to learn the numerous other writing conventions.