

## Lesson Plan

### Learning Segment/Unit Information:

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| <b>Teacher Candidate's Name:</b> Ms. Chenoweth              |
| <b>Date of Lesson:</b> October 10, 2024 at 10:00 am         |
| <b>Learning Segment/Unit Title:</b> Learning the letter "i" |

### Context:

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| <b>Grade Level/Subject:</b> Kindergarten/ phonics   |
| <b>IDEA Disability Categories represented:</b> N/A  |
| <b>Type of classroom (continuum of placements):</b> General Education   |
| <b>Specific Classroom Requirements (ex. curriculum, program, technology):</b> Foundations Wilson<br>Language Basics |

### Learning Segment Components:

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| <b>Essential Questions:</b> What sound does the letter i make? How do we write the letter i? Is the letter i is a sky letter or a plane line letter?   |
| <b>NJ Learning Standard(s):</b> <ul style="list-style-type: none"> <li>- <b>L.WF.K.1.B.</b> Write upper and lowercase letters, with reference to a model.</li> <li>- <b>L.WF.K.1.E.</b> Write a common grapheme (letter or letter group) for each phoneme.</li> <li>- <b>L.WF.K.1.F.</b> Orally segment the phonemes in any single syllable, spoken word.</li> </ul> |
| Summative Assessment for Learning Segment/Unit:  |

### Accommodations for Specific Students:

| <b>Identified Support for<br/>..... (ELL, advanced<br/>student,<br/>A struggling student, a student<br/>with IEP or 504)</b> | <b>Specific<br/>Characteristic(s)<br/>(Strength/Need)</b> | <b>Planned Accommodation(s)</b><br>These are the changes to "how" the student learns the content. The student <u>achieves the learning objectives</u> of the lesson. |
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| Struggling Students  | Assistance with writing letters on the lines provided.    | The student will get color-coated lines to see a visual of where the letter should start and stop on the line. In addition to a model by the teacher to trace.       |

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| Advanced Students | Finishes quickly before others | Students will be allowed to practice their letters on the back of their paper when the front has been checked by the teacher. |
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**Modifications for Students with Disabilities (based on IEP):**

| Identified Support for ..... (see list above and include <b>ONLY</b> those with disabilities)<br>Put one student per box below. | Specific Characteristic(s) (Strength/Need) | Planned Modification(s)<br>These are changes to “what” the student learns. The <u>learning objective is changed</u> to meet the learner’s strengths or needs. | Modified Learning Objectives |
|---|--|---|------------------------------|
| N/A   |  |   |                              |

**Lesson Information:**

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| <b>Lesson Title:</b> Learning the sound and writing the letter “i”                    |
| <b>The sequence of Lessons in the Learning Segment/Unit:</b> Following the letter “u” |

| Learning Objective: SWBAT  | Corresponding Formative Assessment:                             |
|--|---|
| Students will be able to recognize the letter “i” sounds in words. | Color the pictures that start with the letter “i”               |
| Students will be able to write the letter i on lined paper.        | Writing the letter on the worksheet independently               |
| Students will be able to pronounce the letter “i” sound orally.    | Students will say aloud the sound of the letter “i” on the rug. |

**Contexts considered when building this lesson (e.g., misconceptions, curriculum, etc.):**

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| <b>What did you consider when you built this lesson?</b> Students may and will recognize the letter “i” before beginning the lesson due to prior knowledge. The students may not understand the sound of the letter “i” due to the other sounds vowels can make. With this knowledge, I can emphasize the sounds of the letter I make, by referencing the I itchy “i” to help students remember the sound. Students may not also know the line placement for the letter “i” so I will need to make sure to show the students it is a plane-level letter. |
| <b>Lesson considerations:</b> Evidence-based resource I used for this lesson is explicit instruction. I used explicit instruction by designing the lesson to first model and show the students exactly how to write and say the sound of the letter “i” before they do it independently. In addition to modeling, I will be using guided practice to show them how to complete the worksheet.  |
| <b>Theory considerations:</b> A theory consideration I will use for this lesson is behaviorism. Behaviorism theory is the idea that children learn by observing the behavior of others (National University, n.d.) The way I will use this theory in my lesson will be during the completion of the worksheet. As the students are   |

completing it independently I will be walking around for accuracy and I will voice to the students how they are completing it. For example, when the student does it correctly, I will say excellent job Savannah, you wrote the letter “i” perfectly. If the child does not I will say hello let’s try this, I will write it and you trace and try again.

### Instructional Materials:

**Instructional Materials:** (appendices or hyperlinks)

▶ Letter I | Sing and Learn the Letters of the Alphabet | Learn the Letter I | Jack Hartmann

The letter “i” worksheet

The letter “i” sound card

Pencil

Crayons

Markers for whiteboard

The traceable chart on the whiteboard

Ladybug Doc camera

### Academic Language Demands and Supports:


**What genre/product/discourse are the students working on during this lesson?** In this lesson, students will be writing and hearing the letter “i”. Students will complete at the bottom of their worksheet color the picture that sounds with the “i” sound. They will have to compare the sounds to the words in the pictures provided. The students will also enhance their understanding of sound-letter connection.

**What content vocabulary do students need to be successful during this lesson?** For this lesson, students will need to know the sound cards for the letter “i”. For example; I itchy “i”. Students will also need to know the reference of the lines such as skyline, plane line, and grass line. Lastly, students will need to recognize the sound of the letter “i” to complete the pictures at the end of the worksheet such as Igloo and Itchy.

**What other elements of sentence and grammatical structure (syntax) do students need to know to be successful during this lesson?** For this lesson, students will need to know how to write only the lowercase letter “i” and not the uppercase. In addition, students will also need to know how to write the letter “i” and trace it on the correct lines provided.

### Lesson Plan Procedures:

| Duration<br>(in minutes) | Learning Activities or Tasks<br>(Be sure to consider UDL-representation, action/expression, and engagement diversity in planning)  | Accommodations for struggling students, ELL, etc.<br>(supports needed for any student)                                      |
|--------------------------|--|---|
| 5 minutes                | <b>Anticipatory Set</b> To start off the phonics lesson on the letter “i” I will recite the letter cards on the whiteboard that have already been taught in previous days. For example the T top “t” card. After reading the previous cards I will add the new card of I itchy “i” for them to learn and memorize. | Struggling students will sit in their learning spots on the rug to make sure they have a clear view and are not distracted. |

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| 10 minutes | <p><b>Input/Modeling</b> After the prior knowledge intro I will model on the board how to correctly write the lowercase letter “i” on the foundation chart on the white board. I will show the students that the letter “i” is a plane line letter and it has just a dot, not a lot for its point. After I model the letter on the line I will show the video</p> <p> Letter I   Sing and Learn the Letters of th... for students to hear, see, and interact with the letter “i” for reinforcement.</p>   |   |
| 10 minutes | <p><b>Guided Practice</b> After the completion of the video I will go through the worksheet that they will be completing on their own. I will go over; the first thing we do is put our name on the paper, then students will take out a highlighter to trace the letter “i”. After tracing students will write the letter “i” five times on the lines provided with accuracy of using the lines such that they are stopping and starting correctly. As they complete each letter they will use a finger space. After I go over the written part, I will move on to the part where students need to identify the words of the pictures. I will say what is this? And say does this start with the “i” sound and if yes we will color the picture, if not we will cross it out.</p> |   |
| 10 Minutes | <p><b>Independent Practice</b> After I have finished explaining the worksheet students will be dismissed back to their seats and will complete the worksheet on their own.</p>   | Struggling students will model the letter in highlighter and be prompted to correctly complete the worksheet. My advanced students will after their paper is checked turn it over and practice writing their letters. |
| 5 Minutes  | <p><b>Closure</b> For the ending of this lesson I will be going around the room checking for accuracy on the worksheet. For example, I will see if they are properly writing their letters on the line and coloring the correct pictures. If they do not, I will model and help them to improve their accuracy.</p>  |   |

#### Homework/Assignment for Next Class:

Students will be given the next set of letters they will be learning for the following week.

#### References to any scholarly work used in the development of this lesson

National University. (n.d.). *Theories of learning*. National University.

<https://www.nu.edu/blog/theories-of-learning/>

Peabody College of Education and Human Development. (n.d.). *Theoretical foundations of effective teaching: Learning theories*. Vanderbilt University.

<https://iris.peabody.vanderbilt.edu/module/jj1/cresource/q3/p07/>