

Grade: Kindergarten		Subject: ELA- Phonics	
Materials: Items in the soundbox that start with J		Technology Needed: NA	
Instructional Strategies: <ul style="list-style-type: none"> ø Direct instruction ø Guided practice ø Socratic Seminar ø Learning Centers ø Lecture ø Technology integration ø Other (list) 	<ul style="list-style-type: none"> ø Peer teaching/colaboration/cooperative learning ø Visuals/Graphic organizers ø PBL ø Discussion/Debate ø Modeling 	Guided Practices and Concrete Application:	
		<ul style="list-style-type: none"> ø Large group activity ø Independent activity ø Pairing/collaboration ø Simulations/Scenarios ø Other (list) <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;"> Explain: </div>	<ul style="list-style-type: none"> ø Hands-on ø Technology integration ø Imitation/Repeat/Mimic

<p>Standard(s) RF.2</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1. Recognize and produce rhyming words.</p> <p>RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	<p>Differentiation</p> <p>Below Proficiency: The student will give a word that starts with the J sound. The student will occasionally answer what the J sound object is and what words rhyme with it.</p> <p>Above Proficiency: The student will give a word that starts with the J sound. The student will give multiple answers to what the J sound object is and what words rhyme with it.</p>
<p>Objective(s)</p> <p>Students will, at the end of the lesson, be able to compose rhyming words by generating rhyming words of objects within the J soundbox.</p> <p>Students will, at the end of the lesson, be able to choose words that start with the letter sounds J by creating words that start with the letter sound J and determining the object that begins with a J sound in the soundbox.</p> <p>Bloom's Taxonomy Cognitive Level: Synthesis, Evaluation</p>	<p>Modalities/Learning Preferences: Auditory, Visual</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>-Students will be meeting at the circle at the front of the room for this entire activity</p> <p>-Students will sit criss cross applesauce during this activity</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>-Students will have their voices off while I am talking</p> <p>-Students will participate by giving J sound words, guessing words in the J soundbox, and creating rhyming words</p>

		<p>-Students will respond to if two words rhyme by giving thumbs up or down</p> <p>-Student will raise their hand to answer questions</p> <p>-If students blurt a bunch, I will stop and remind them why we do not blurt and ask them to use whole body listening</p>
Minutes	Procedures	
2	<p>Set-up/Prep:</p> <p>-Review items in the soundbox</p>	
4	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>-“Today we are working with the letter J” (show the letter J)</p> <p>-“J makes the J sound.”</p> <p>-“I wonder if you all could tell me a few words that start with the sound J.”</p> <p>-Students will list words that start with the sound J</p>	
4	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>-“Inside this box, I have some secret items that I am curious if you could determine what they are.”</p> <p>-“I am going to give you hints about the object, and if you think you know what it is, I want you to raise your hand.”</p> <p>-“So what will you do if you know think you know what the object is?” (raise your hand)</p> <p>-After we have figured out all of the objects, we will come up with a few words that rhyme with each object</p>	
8	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>-I will give hints about the object and call on students to guess what the object is.</p> <p>-Once a student determines what the object is, I will show it to them</p> <p>-After all the objects have been guessed, we will generate a few words that rhyme with the object that was shown</p> <p>-Some examples of objects: jeep, jacket, jack-in the box, jacks, and juice</p>	

<p>3</p>	<p>Review (wrap up and transition to next activity): “We worked a lot with the letter J.” “What sound does the letter J make?”- say it again all together “Give me a thumbs up if these two words rhyme, and if they don’t put your thumbs down, jet, mad? (thumbs down) jaw, paw (thumbs up)</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. As the students answer questions, I will listen and assist the student in creating J letter sound words and rhyming those words and redirect them by reviewing what sound the letter J makes and helping them focus on listening for the ending sounds of words that rhyme.</p> <p>Consideration for Back-up Plan: Popcorn rhyming</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>The students will tell me what sound the letter J makes and will give me a thumbs up or down to determine if the two words rhyme or not.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The students were engaged and excited to do the lesson. The students especially enjoyed the assessment part at the end of my lesson because they wanted to switch things up from their usual way and it involved some movement. Instead of the students giving me a thumbs up or down, if the rhyme was right, they did a burpee, and if the rhyme was wrong, they did push-ups. When the students asked if they could do something different, they were much more interested in the assessment and excited to do the movements. After my lesson, some students told me they like it when I teach lessons. I referred to some of the attention getters and reminders that Ms. Harris uses. I found the students responded well to this because it was familiar to them.</p> <p>The students learned about particular objects that started with the J sound and became more familiar with rhyming words. I know they learned this because if a j word came about later throughout the day, they would tell me the word and where they found it.</p> <p>I would change a few things about this lesson. When introducing the letter J, I would write it on the board or point to it on the alphabet strip, so they know what specific letter I am trying to show them. I could even have a student write it out or point to it for me. I would also choose better objects for the kids to know. One of the objects, “jacks,” they had never heard or seen before. I would also make sure the objects I am choosing would be better fit for rhyming. While I would be going through the rhyming words, I would write out the word we are trying to rhyme. When students give me a rhyming word, I would write the word next to our original word. I would point out to the students how the two words have the same ending letters. After we have gone through all of our rhyming words, I would have the students read through all of the words. Instead of using rhyming, I could have also had the students clap out the syllables. This would have been a better option to do, considering my objects’ names were kind of challenging to find rhyming words. Although my assessment the students enjoyed more with moving, I would have them do a more effortless movement because some students struggled to do burpees and push-ups. I could have done a jumping jack or touch your toes. One of the students during the review did not want to do the review. After asking her to join and telling her, I wanted her to join. I basically just moved on. Instead, I should have said</p>	

to her, that you can do this now or when I have free time, we can do this together, then I would have her choose what she would like to do. This way, she would do the movement part no matter what.