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|  | Daily 5 Schedule |  |  |  |  |

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| MONDAY | TUESDAY | WEDNESDAY | THURSDAY |
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FRIDAY

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| Read to self |  |  |  |  |
| Read a book from | Read a book from | Read library book | Read a book from | Read library book |
| seat sack quietly | classroom library | to stuffed animal | seat sack quietly | to stuffed animal |
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| word work |  |  |  |  |
| Create star words | Play star word bingo | Create star words | Play star word bingo | Choice of magnetic |
| with magnetic letters\* |  | with magnetic letters |  | letters or bingo |
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| listening |  |  |  |  |
| Listen to The Hungry | Listen to a partner | Listen to Brown Bear | Listen to a partner | Listen to a story read |
| Caterpillar by Eric | read a book from | Brown Bear by Eric | read a book from | by buddy with a |
| Carle | classroom library or | Carle | classroom library or | snack |
|  | book bag |  | book bag |  |
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| word work |  |  |  |  |
| Play Endless Alphabet | Build word families | Play Endless Alphabet | Build word families | Choice of legos or |
| on the iPad\* | with legos | on the iPad | with legos | game on the iPad |
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| work on writing |  |  |  |  |
| Write about an object | Write about an object | Work on writer’s | Write about a picture | Write a letter to family |
| from plastic bag | from plastic bag | workshop folder | from a magazine | or a friend |
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| guided reading |  |  |  |  |
| A day: Introduce a | B day: Revisit text and | A day: Introduce a | B day: Revisit text and | Word work with |
| new text | complete running | new text | complete running | teacher |
|  | record for a student |  | record for a student |  |
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\* Indicates that this is a new activity and should be implemented multiple times with this age group so they get used to how it works and then it can slowly be moved to one time per week, per my cooperating teacher’s recommendations for kindergarteners.

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Daily Five Unit – Day one** | | | | |
| **Your name:** Kristen Cocco | **Age or Grade Level:** Kindergarten – Dual Language: English | | **Integrated Disciplines/Subjects:**  Reading, Language Arts | **Time frame for Lesson:** 50 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| **Nebraska State Standards:**  LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text LA 0.2.1.b Generate representations of ideas and organize ideas relevant to a topic LA 0.1.6.a With adult guidance, identify author’s purpose LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text. | | | | |
| **Objectives:**  The students will be able to:  - read books independently for short periods of time and point to each word as they read  - accurately build sight words (star words) with magnetic letters using correct spelling  - listen to an audio book while following along with the book   - identify upper and lower case letters by sight and sound  - write recognizable short sentences to share observations about an object  - connect books read aloud to experiences to build comprehension | | | | |
| **Assessment:**  The teacher will have students keep a log of the books they read during reading time to keep track of whether the students are trying new books in their book bags or in the library. On Monday’s, the para will test kids on sight word recognition until she finishes all of the kids. This will be done every quarter. | | | | |
| **Materials:** magnetic letters, cookie sheets, individual book bags, iPads, The Hungry Caterpillar by Eric Carle podcast/book, Endless Alphabet app, sandwich bags with objects for writing prompts, TIMER set for 8 minutes between each station | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Daily 5 groups are predetermined so the students will gather at their groups and start where they are assigned. Before they separate to the actual centers, teacher will explain what each center will be and go over reminders of rules or new rules at each and every station, since unable to be at each station every day. The modeling that needs to be done is listed under “Teacher will do”. The teacher will also begin this week by discussing Eric Carle and telling the students we get to read books written by a “great” writer during our daily 5 centers this week. Give mini book talks for each of the Eric Carle books used so the students get excited about them.  Plan for book talk -> Teacher will hold up the book, show the cover and pictures throughout, and share a 2 sentence summary for each book. | | | | |
| **Teacher will do:**  **Station 1 (Read to Self):** - have books in each student’s book bag in their seat sack that are appropriate reading level - remind students what it looks like when a student is reading quietly and independently **Station 2 (Word Work):** - have enough cookie sheets for the largest group on the circle rug with multiple sets of magnetic letters - remind students that we do not put the letters in our mouths, throw them, or play with them except in the manner to make words on the cookie sheets  - have the star words available on cards so the students can put the word in front of them and copy it with magnetic letters  **Station 3 (Listening):** - set up computers/iPads with a podcast or audio version of The Very Hungry Caterpillar by Eric Carle  - make sure there are enough hard copies for the students to follow along with alone or with a partner - remind students they are not to be working on anything else on the iPads/computers **Station 4 (Word Work 2):** - make sure each iPad has Endless Alphabet downloaded - first time: modeled by teacher or para on how to navigate the app including: dragging the letters; when modeling sound out the letters with the app so students will know to do this while they play - turn on guided access so students cannot work on other games during this time **Station 5 (Work on Writing):** - fill sandwich bags with a couple of objects/figurines  - first time: modeled by teacher or para on how to write an observation about the object using star words and using invented spelling to write actual observations based on sight, smell, touch, hearing, but NOT taste with these objects  - have paper for students to draw a picture of the object on top and then add their words underneath  **Station 6 (Guided Reading A day):** - introduce new book by showing front cover, pages, and back cover  - point out star words and introduce any vocabulary students might not understand  - monitor students as they read aloud; check for fluency and comprehension  - prompt students as needed to reinforce good reading strategies (use Palomo’s list of prompts as a reference) - guide discussion about the text by asking questions, finding purpose, drawing inferences, making connections, summarizing, retelling, main idea, cause/effect, compare/contrast, sequencing, etc | | **Student will do:**  **Station 1 (Read to Self):** - grab book bag from seat sack and choose a spot on the bench on the floor around it  - read book quietly for the entire time at this station  **Station 2 (Word Work):** - use star word cards to look at and build the words using magnetic letters  - try to complete as many star words as possible in the time at this station **Station 3 (Listening):** - listen to podcast or audio reading of The Very Hungry Caterpillar while following along with the hard copy of the book  - listen and follow along with a partner depending on group size **Station 4 (Word Work):** - select Endless Alphabet on the iPad - drag letters to make as many words on the app as possible during the time - listen to the sentence and watch the graphics at the completion of each word **Station 5 (Write Something):** - use object/figurine from the sandwich bag to write sentences about the item using star words, color words, and other words  - use invented spelling to spell out words phonetically by stretching them out - draw a picture of the object on the top of the paper in the box **Station 6 (Guided Reading):**  - listen to book introduction done by teacher  - read the book aloud with other peers while the teacher monitors  - discuss the book with teacher and peers as listed under “teacher will do” | | |
| **Closure:** Students will be asked to clean up their stations once they are done and we will discuss the stations we completed today, very briefly. | | | | |
| **Differentiation:**  English Language Learners: There are many ESL students in the classroom and it is possible that some things might need to be discussed in Spanish with a couple of the students who aren’t as strong at English, yet. This would be done by the para or my cooperating teacher, as I do not speak Spanish.  Higher-level learners: Teacher will have the kids use more sight words than others to boost the challenge; also may add in some CVC words for kids to practice. Lower-level learners: Teacher may allow students to use ABC chart to help them sound out words and spell them based on the sound. Some students may have trouble with building star words even if they are able to copy them from a card, so they may be allowed to work with a partner. | | | | |
| **References:** Followed guided reading plan from my cooperating teacher, Luisa Palomo at Liberty Elementary. | | | | |
| **REFLECTION**  The questions I would ask myself after the first Daily 5 rotation would include: How can I make this better next time? Did something go wrong? Did the students grasp the activities? | | | | |

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Daily Five Unit – Day two** | | | | |
| **Your name:** Kristen Cocco | **Age or Grade Level:** Kindergarten – Dual Language: English | | **Integrated Disciplines/Subjects:**  Reading, Language Arts | **Time frame for Lesson:** 50 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| **Nebraska State Standards:**  LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text LA 0.2.1.b Generate representations of ideas and organize ideas relevant to a topic LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text. | | | | |
| **Objectives:**  The students will be able to:  - read books independently for short periods of time and point to each word as they read  - recognize sight words during a game of star word bingo  - practice reading aloud to a partner and practice listening to a partner read  - identify rhyming words with help from peers when needed  - write recognizable short sentences to share creative ideas about an object  - connect books read aloud to experiences to build comprehension | | | | |
| **Assessment:**  The teacher will assess students by keeping running records on B day’s (Tuesday and Thursday). One student from each group will be able to complete the running record with the teacher. Form is attached. | | | | |
| **Materials:** classroom library, star word bingo cards and drawing cards made by teacher, legos with word families written on them in Sharpie, sandwich bags with objects for students to write about, TIMER set for 8 minutes between each station, From Head to Toe | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Daily 5 groups are predetermined so the students will gather at their groups and start where they are assigned. Before they separate to the actual centers, teacher will explain what each center will be and go over reminders of rules or new rules at each and every station, since unable to be at each station every day. The stations that are new have modeling descriptions listed under “Teacher will do”.  Today, the teacher will get kids engaged by reading From Head to Toe by Eric Carle. It is a book that requires kids to do animal actions so the teacher will have the students on the rug and we will do the actions together. It will be a fun book that gets some energy out before we work quietly at daily 5 rotations. | | | | |
| **Teacher will do:**  **Station 1 (Read to Self):** - allow students to pick a book from the classroom library - remind students what it looks like to read quietly and that there are 3 ways to read a book **Station 2 (Word Work):** - revisit rules about star word bingo, but for the most part students should be aware of the rules - add in new star words of the week when needed  **Station 3 (Listening):** - assign students a partner within groups to read a book together - each student will read to the other so they are both practicing oral reading and listening to a peer read a book that is familiar to both parties **Station 4 (Word Work 2):** - create legos with rhyming words (word families on them)  - first time: model for students how to build the towers based on whether the cvc words have the same last 2 letters - may be difficult for some students, so try to have para in this group the first 1-2 times **Station 5 (Work on Writing):** - direct students to find his/her object from the day before - direct students to continue writing observations based on sight, smell, touch, hearing, but NOT taste with these objects  - model for students how to add creative ideas about their object  **Station 6 (Guided Reading B day):** - revisit the text from the day before - guide discussion about the text by asking questions, finding purpose, drawing inferences, making connections, summarizing, retelling, main idea, cause/effect, compare/contrast, sequencing, etc - complete a running record on one student each B day which includes: listening to them read a story and marking down the words they did not know, misread or any other errors they made - discuss this with the student and help them stretch out words they may have missed - guide journal writings for students and discuss decoding strategies | | **Student will do:**  **Station 1 (Read to Self):** - choose a book from the classroom library  - read silently in the reading area  **Station 2 (Word Work):** - play star word bingo with the group - draw a card and each student marks their bingo card if they have that word - repeat game until timer buzzes **Station 3 (Listening):** - sit with assigned partner - take turns reading pages of the same book or each read one different book - sound out words together when help is needed **Station 4 (Word Work):** - build lego towers that have rhyming words - read the words aloud by sounding out words (most of the words used on legos should be familiar to students) **Station 5 (Write Something):** - use object/figurine from the sandwich bag to write sentences about the item using star words, color words, and other words  - use invented spelling to spell out words phonetically by stretching them out - add more creative ideas about the object by making a story up about the object **Station 6 (Guided Reading):**  - revisit the text with the teacher - participate in teacher-guided discussion to build comprehension based on by asking questions, finding purpose, drawing inferences, making connections, summarizing, retelling, main idea, cause/effect, compare/contrast, sequencing, etc - one student will be doing a running record with teacher while the other students write in their journal about the text using gradual release model - discuss decoding strategies with the teacher and the rest of the group | | |
| **Closure:** Students will be asked to clean up their stations once they are done and we will discuss the stations we completed today, very briefly. | | | | |
| **Differentiation:** English-language learners: The para is bilingual so she will be able to assist with any help that might be necessary when there is a language barrier. Higher-level learners: The teacher should add extra challenging words for stations where this is necessary. Lower-level learners: The teacher will allow students or students that might not be ready for CVC words at the lego station, the teacher should prepare ABC legos for the kids to stack in alphabetical order. | | | | |
| **References:** Followed guided reading plan from my cooperating teacher, Luisa Palomo at Liberty Elementary. | | | | |
| **REFLECTION**  Since day 2 has all different stations than day 1, I would reflect the same way. What can I do better next time? How did the students do after I added in the new star words to star word bingo? Did they grasp the activities? | | | | |

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Daily Five Unit – Day three** | | | | |
| **Your name:** Kristen Cocco | **Age or Grade Level:** Kindergarten – Dual Language: English | | **Integrated Disciplines/Subjects:**  Reading, Language Arts | **Time frame for Lesson:** 50 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| **Nebraska State Standards:**  LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text LA 0.2.1.b Generate representations of ideas and organize ideas relevant to a topic LA 0.1.6.a With adult guidance, identify author’s purpose LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text. | | | | |
| **Objectives:**  The students will be able to:  - read books independently for short periods of time and point to each word as they read  - accurately build sight words (star words) with magnetic letters using correct spelling  - listen to an audio book while following along with the book   - identify upper and lower case letters by sight and sound   - practice handwriting and spelling on writer’s workshop assignments   - connect books read aloud to experiences to build comprehension | | | | |
| **Assessment:**  The teacher will complete an informal assessment by having the students record which books they are reading during the stations so that she can make sure that the students are attempting new materials. On Wednesday’s, if they are not trying new books (the teacher will have checked on plan time every other Tuesday) the teacher will have a discussion with them about getting comfortable reading new books. | | | | |
| **Materials:** magnetic letters, cookie sheets, individual book bags, iPads, Brown Bear, Brown Bear, What Do You See? podcast/book, Endless Alphabet app, writer’s workshop folders, TIMER set for 8 minutes between each station, The Mixed up Chameleon | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Daily 5 groups are predetermined so the students will gather at their groups and start where they are assigned. Before they separate to the actual centers, teacher will explain what each center will be and go over reminders of rules or new rules at each and every station, since unable to be at each station every day. Today, the teacher will read another Eric Carle book, The Mixed up Chameleon. | | | | |
| **Teacher will do:**  **Station 1 (Read to Self):** - have books in each student’s book bag in their seat sack that are appropriate reading level - allow the students a choice to read in a whisper voice to a stuffed animal or toy, make sure to model this for the students - remind students what it looks like when a student is reading quietly and independently **Station 2 (Word Work):** - have enough cookie sheets for the largest group on the circle rug with multiple sets of magnetic letters - remind students that we do not put the letters in our mouths, throw them, or play with them except in the manner to make words on the cookie sheets  - have the star words available on cards so the students can put the word in front of them and copy it with magnetic letters  **Station 3 (Listening):** - set up computers/iPads with a podcast or audio version of Brown Bear, Brown Bear, What Do You See? by Eric Carle  - make sure there are enough hard copies for the students to follow along with alone or with a partner - remind students they are not to be working on anything else on the iPads/computers **Station 4 (Word Work 2):** - make sure each iPad has Endless Alphabet downloaded - give reminders on how to navigate the game as it was introduced only 2 days ago - turn on guided access so students cannot work on other games during this time **Station 5 (Work on Writing):** - let students know this is a time to catch up on any writer’s workshop  - explain that they can “add words” to any previous work or finish one that may have never been completed  **Station 6 (Guided Reading A day):** - introduce new book by showing front cover, pages, and back cover  - point out star words and introduce any vocabulary students might not understand  - monitor students as they read aloud; check for fluency and comprehension  - prompt students as needed to reinforce good reading strategies (use Palomo’s list of prompts as a reference) - guide discussion about the text by asking questions, finding purpose, drawing inferences, making connections, summarizing, retelling, main idea, cause/effect, compare/contrast, sequencing, etc | | **Student will do:**  **Station 1 (Read to Self):** - grab book bag from seat sack and choose a spot on the bench on the floor around it  - read book in a whisper voice to an animal or toy **Station 2 (Word Work):** - use star word cards to look at and build the words using magnetic letters  - try to complete as many star words as possible in the time at this station **Station 3 (Listening):** - listen to podcast or audio reading of Brown Bear, Brown Bear, What Do You See? while following along with the hard copy of the book  - listen and follow along with a partner depending on group size **Station 4 (Word Work):** - select Endless Alphabet on the iPad - drag letters to make as many words on the app as possible during the time - listen to the sentence and watch the graphics at the completion of each word **Station 5 (Write Something):** - add words to previous writer’s workshop assignments  - finish an incomplete writer’s workshop assignment **Station 6 (Guided Reading):**  - listen to book introduction done by teacher  - read the book aloud with other peers while the teacher monitors  - discuss the book with teacher and peers as listed under “teacher will do” | | |
| **Closure:** Students will be asked to clean up their stations once they are done and we will discuss the stations we completed today, very briefly. | | | | |
| **Differentiation:**  English-language learners: Teacher will allow students time to work on writer’s workshop because some of them don’t have as much language acquired.  Higher-level learners: These students will have time to complete a writer’s workshop or create a new one to add to their folders. Lower-level learners: Teacher will allow students time to work on writer’s workshop because some of them don’t write as quickly. | | | | |
| **References:** Followed guided reading plan from my cooperating teacher, Luisa Palomo at Liberty Elementary. | | | | |
| **REFLECTION**  The questions I would ask myself after the second round of a few of these stations would be: how did my changes that were made (if any were made) help? Did anything new happen this time that I might need to take into consideration when creating other lesson plans? | | | | |

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Daily Five Unit – Day four** | | | | |
| **Your name:** Kristen Cocco | **Age or Grade Level:** Kindergarten – Dual Language: English | | **Integrated Disciplines/Subjects:**  Reading, Language Arts | **Time frame for Lesson:** 50 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| **Nebraska State Standards:**  LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text LA 0.2.1.b Generate representations of ideas and organize ideas relevant to a topic LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text. | | | | |
| **Objectives:**  The students will be able to:  - read books independently for short periods of time and point to each word as they read  - recognize sight words during a game of star word bingo  - practice reading aloud to a partner and practice listening to a partner read  - identify rhyming words with help from peers  - write recognizable short sentences to share creative ideas about a picture  - connect books read aloud to experiences to build comprehension | | | | |
| **Assessment:**  The teacher will assess students by keeping running records on B day’s (Tuesday and Thursday). One student from each group will be able to complete the running record with the teacher. Form is attached. | | | | |
| **Materials:** classroom library, star word bingo cards and drawing cards made by teacher, legos with word families written on them in Sharpie, sandwich bags with objects for students to write about, TIMER set for 8 minutes between each station | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Daily 5 groups are predetermined so the students will gather at their groups and start where they are assigned. Before they separate to the actual centers, teacher will explain what each center will be and go over reminders of rules or new rules at each and every station, since unable to be at each station every day. The teacher will have a brief discussion with the class regarding the Eric Carle books they have read so far. The teacher will have a vote on what the favorite book was so far. | | | | |
| **Teacher will do:**  **Station 1 (Read to Self):** - have books in each student’s book bag in their seat sack that are appropriate reading level - remind students what it looks like when a student is reading quietly and independently **Station 2 (Word Work):** - revisit rules about star word bingo, but for the most part students should be aware of the rules - add in new star words of the week when needed  **Station 3 (Listening):** - assign students a partner within groups to read a book together - each student will read to the other so they are both practicing oral reading and listening to a peer read a book that is familiar to both parties **Station 4 (Word Work 2):** - gather legos with rhyming words (word families on them)  - may be difficult for some students, so try to have para in this group the first 1-2 times **Station 5 (Work on Writing):** - direct students to find one of the magazine pictures the teacher has precut - model for students how to write creative ideas about their photograph  **Station 6 (Guided Reading B day):** - revisit the text from the day before - guide discussion about the text by asking questions, finding purpose, drawing inferences, making connections, summarizing, retelling, main idea, cause/effect, compare/contrast, sequencing, etc - complete a running record on one student each B day which includes: listening to them read a story and marking down the words they did not know, misread or any other errors they made - discuss this with the student and help them stretch out words they may have missed - guide journal writings for students and discuss decoding strategies | | **Student will do:**  **Station 1 (Read to Self):** - grab book bag from seat sack and choose a spot on the bench on the floor around it  - read book quietly for the entire time at this station **Station 2 (Word Work):** - play star word bingo with the group - draw a card and each student marks their bingo card if they have that word - repeat game until timer buzzes **Station 3 (Listening):** - sit with assigned partner - take turns reading pages of the same book or each read one different book - sound out words together when help is needed **Station 4 (Word Work):** - build lego towers that have rhyming words - read the words aloud by sounding out words (most of the words used on legos should be familiar to students) **Station 5 (Write Something):** - use photograph to write sentences using star words, color words, and other words  - use invented spelling to spell out words phonetically by stretching them out - write creative ideas about the photo by making a story up about the photo **Station 6 (Guided Reading):**  - revisit the text with the teacher - participate in teacher-guided discussion to build comprehension based on by asking questions, finding purpose, drawing inferences, making connections, summarizing, retelling, main idea, cause/effect, compare/contrast, sequencing, etc - one student will be doing a running record with teacher while the other students write in their journal about the text using gradual release model - discuss decoding strategies with the teacher and the rest of the group | | |
| **Closure:** Students will be asked to clean up their stations once they are done and we will discuss the stations we completed today, very briefly. | | | | |
| **Differentiation:**  English-language learners: The para is bilingual so she will be able to assist with any help that might be necessary when there is a language barrier. Higher-level learners: The teacher should add extra challenging words for stations where this is necessary. Lower-level learners: The teacher will allow students or students that might not be ready for CVC words at the lego station, the teacher should prepare ABC legos for the kids to stack in alphabetical order. | | | | |
| **References:** Followed guided reading plan from my cooperating teacher, Luisa Palomo at Liberty Elementary. | | | | |
| **REFLECTION** I would double check that all of the newer activities are being used effectively. Make any changes as needed. | | | | |

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Daily Five Unit – Day five** | | | | |
| **Your name:** Kristen Cocco | **Age or Grade Level:** Kindergarten – Dual Language: English | | **Integrated Disciplines/Subjects:**  Reading, Language Arts | **Time frame for Lesson:** 50 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| **Nebraska State Standards:**  LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text LA 0.2.1.b Generate representations of ideas and organize ideas relevant to a topic LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text. | | | | |
| **Objectives:**  The students will be able to:  - read books independently for short periods of time and point to each word as they read  - recognize sight words during a game of star word bingo  - identify upper and lower case letters by sight and sound  - accurately build sight words (star words) with magnetic letters using correct spelling  - identify rhyming words with help from peers  - write a letter to a family member or friend | | | | |
| **Assessment:**  The teacher will assess the objectives being met by observing the students during guided reading and keeping running records. Teacher will have a para to help students in the other stations and make observations and notes about the students’ progress. | | | | |
| **Materials:** classroom library, star word bingo cards and drawing cards made by teacher, legos with word families written on them in Sharpie, TIMER set for 8 minutes between each station | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Daily 5 groups are predetermined so the students will gather at their groups and start where they are assigned. Before they separate to the actual centers, teacher will explain what each center will be and go over reminders of rules or new rules at each and every station, since unable to be at each station every day. The teacher will read the text that was voted the favorite Eric Carle book from the previous day. | | | | |
| **Teacher will do:**  **Station 1 (Read to Self):** - tell students they can pick a book from the classroom library - remind students there are three ways to read a book - remind students what it looks like when a student is reading quietly and independently **Station 2 (Word Work):** - revisit rules about star word bingo, but for the most part students should be aware of the rules - add in new star words of the week when needed OR -- have enough cookie sheets for the largest group on the circle rug with multiple sets of magnetic letters - remind students that we do not put the letters in our mouths, throw them, or play with them except in the manner to make words on the cookie sheets  - have the star words available on cards so the students can put the word in front of them and copy it with magnetic letters  **Station 3 (Listening):** - set up time for older students to come down and read to the kids – each older kid can have 1-2 kindergarteners - go over rules regarding being good listeners  - have a healthy snack ready for the kids to share **Station 4 (Word Work 2):** - gather legos with rhyming words (word families on them)  - may be difficult for some students, so try to have para in this group the first 1-2 times OR - make sure each iPad has Endless Alphabet downloaded - give reminders on how to navigate the game as it was introduced only 2 days ago - turn on guided access so students cannot work on other games during this time **Station 5 (Work on Writing):** - have envelopes and blank greeting cards laid out for the students to use to write a letter to their family or friend - go over letter writing briefly; make sure that all writing will be appropriate - keep stamps on desk in case the students want to mail it to someone instead of handing it to them directly - assist students with addressing the envelope if this is the case  **Station 6 (Guided Reading Word Work):** - start off by guiding students with ABC student - model star word review by writing them on dry erase boards to have the students copy onto their own  - guide sign language spelling and spelling the words aloud - model CVC cards with dry erase markers then allow students to complete them on their own | | **Student will do:**  **Station 1 (Read to Self):** - grab a book from the classroom library sack and choose a spot on the bench on the floor around it  - read book quietly for the entire time at this station **Station 2 (Word Work):** - play star word bingo with the group - draw a card and each student marks their bingo card if they have that word - repeat game until timer buzzes OR - use star word cards to look at and build the words using magnetic letters  - try to complete as many star words as possible in the time at this station **Station 3 (Listening):** - sit with assigned partner - listen to the older child read the book - ask questions regarding the book: pictures, plot, characters, etc **Station 4 (Word Work):** - build lego towers that have rhyming words - read the words aloud by sounding out words (most of the words used on legos should be familiar to students) OR - select Endless Alphabet on the iPad - drag letters to make as many words on the app as possible during the time - listen to the sentence and watch the graphics at the completion of each word **Station 5 (Write Something):** - use photograph to write sentences using star words, color words, and other words  - use invented spelling to spell out words phonetically by stretching them out - write creative ideas about the photo by making a story up about the photo **Station 6 (Guided Reading):**  - participate in ABC chant with the teacher - write star words on a dry erase board like the teacher shows - fill in dry erase CVC cards with marker after teacher finishes modeling | | |
| **Closure:** Students will be asked to clean up their stations once they are done and we will discuss the stations we completed today, very briefly. | | | | |
| **Differentiation:** English Language Learners: There are many ESL students in the classroom and it is possible that some things might need to be discussed in Spanish with a couple of the students who aren’t as strong at English, yet. This would be done by the para or my cooperating teacher, as I do not speak Spanish.  Higher-level learners: Teacher will have the kids use more sight words than others to boost the challenge; also may add in some CVC words for kids to practice. Lower-level learners: Teacher may allow students to use ABC chart to help them sound out words and spell them based on the sound. Some students may have trouble with building star words even if they are able to copy them from a card, so they may be allowed to work with a partner. | | | | |
| **References:** Followed guided reading plan from my cooperating teacher, Luisa Palomo at Liberty Elementary. | | | | |
| **REFLECTION** I would look at how the students did making choices on which word work games to play in those stations. Depending on the results of the entire week, I would make changes when reusing some of these stations. | | | | |

