

Solar Lesson Plan Format

Age Level: Kindergarten

Subject(s) Area: Math

Materials Needed: Eggs for matching, paper and pencil

S Standards:

Code and description: K.OA.5-Fluently add and subtract within 5.

K.OA.1-Represent addition and subtraction in a variety of ways.

O Objectives:

What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?

TSW apply addition and subtraction skills to match the eggs at a 85% accuracy.

Blooms Taxonomy: **apply: apply**

L Learning Activities:

Technology: none

Required Vocabulary: add and subtract

Opening Element: Start off with giving them each a piece of paper and giving 6 egg tops to each of the students. Tell them to write their problems on the piece of paper and to solve them.

Reflective Questions: "What strategies do you like to use to solve math problems?"

Instructional Methods:

1. **"today we are going to addition and subtraction problems, once you have solved your problems I want you to find the bottom of the egg with the correct number."**
 2. After the students have written and solved each of their problems, they will then find the match to their eggs.
 3. I will check to make sure their eggs are correct matches before they can grab more
 4. They will practice at least 6 addition and 6 subtraction problems
 5. If they have more time, they will play it again or I will show them an egg with a problem and an answer on it. If it right, they will quietly show me a thumbs up, but if they think it's wrong, they will show me a thumbs down and tell me the correct answer and how they got it.
- Guided Practice Strategies: I do, we do, you do during various parts of the activity.
 - Independent Concrete Practice/Application: each student gets to practice this skill in a concrete way by matching the eggs correctly
 - Classroom management/movement we will be seated on the carpet or at a table depending on what works best

- Differentiation: Give high flyers harder problems and lower flyers easier ones. Pair students who are struggling with those who understand the lesson well. Write the numbers bigger on the eggs for those who have visual impairments. Give students more or less eggs depending on their skill level.

Wrap-Up: “thumbs up or down if this is the correct answer”

Assessment:

Formative: This will be conducted through me observing the students as they each solve their own problems

Summative: Not done at this time, but can grade the students based on their written math problems and answers.

Reflection:

This is a lesson that I would consider implementing again in a kindergarten classroom or in any other grade level, I would just adjust the math problems accordingly. The students were all engaged and eager to do their math workshop with me. I liked that I had them seated at the floor table; that seating worked very well for this lesson. I would have liked to have had only 4 students or less in the group so that I could help those whom needed it, however it went smoothly. I liked that I had the students use a pencil and paper to write down their equations; it made the activity easier for both them and myself. I think if I had demonstrated to the first group how to assemble the eggs, they would have had less trouble. The second group I did this and it helped them. For future implementation of this lesson, I would like to have their sheets numbered 1-6 two times (6 addition and 6 subtraction) so that they have all of the materials they need and I did not have to stop working with a student who was struggling to offer my help. Even though I saw two groups in less than 25 minutes, the students said they really enjoyed the activity and appeared to understand their math equations fairly well.

Age Level: Kindergarten

Subject(s) Area: Language Arts

Materials Needed: Pool noodle letters

SStandards:

Code and description: K. RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Objectives:

What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?

TSW construct CVC words and pronounce proper vowel sound at an 80% accuracy.

TSW convert the CVC word by attaching a silent "e" and pronounce the word correctly at an 80% accuracy.

Blooms Taxonomy: synthesis: construct comprehension: convert

Learning Activities:

Technology: None

Required Vocabulary: long vowel, short vowel

silent "e" words- words that change the vowel sound to say its name

Opening Element: "Alright boys and girls, today we are going to practice constructing words using these foam pieces. Then we will attach the silent "e" and say what the word sounds like. I will practice this first and you can help me."

Reflective Questions: "Can you say this word for me?" (mad) "can you stretch this word for me?" "does that have a long vowel or a short vowel?" "what is it when I add this "e" to the end? What is it now?" (made) "Is it a long vowel or a short vowel sound"

Instructional Methods:

1. "So when we add the silent "e" it makes the first vowel say it's name"
2. "We are going to practice making words and then adding the silent "e" at the end. This will help us practice our long and short vowel sounds."
3. "I am going to hand each of you a piece of paper with a word on it and I want you to say the word, then make it with the foam pieces."
 - a. "once you make it with the foam pieces I want you to stretch the sounds in the word like you do with Mrs. Klein."
 - b. "then I want you to attach the silent "e" and pronounce the new word"
4. "Once you finish that word you can raise your hand and tell me your word and then I will let you pick a new word."
5. "Remember, you have to say it, make it, stretch it, and then say it with the silent "e".
6. I will observe the students working and prompt them to say the word

- a. Ask “is this a long or short vowel?”
 - b. “can you stretch this word for me?”
7. 3 minutes before we rotate groups, I will prompt students to remember one word they practiced so they can tell it to me before we switch groups.
 - Guided Practice Strategies: I do, we do, you do. I am modeling how we will do this activity, then we will practice it together for the we do portion. The you do will take place when they do the activity individually.
 - Independent Concrete Practice/Application: Takes place when the students construct the words individually.
 - Classroom management/movement: we will be seated either at a table or on the floor, I will allow some movement while working
 - Differentiation: I can have higher level students work in groups, and same for lower level students. I can mix the groups and have students pair up so it is easier if they are struggling. I can write a bigger letters to help those who have visual impairments. I can select specific words for students so that they are learning in their zone of proximal development.

Wrap-Up: “tell me one word you practiced today with a long or short vowel sound.”

Assessment:

Formative: I will observe the students and determine their understanding through observing.

Summative: I could have them write the words down and grade them based on accuracy.

Reflection:

I think that this lesson went very well. I liked how hands-on this activity was and the students did seem engaged and excited with the materials. I think my first group (high-flyers) did great and to extend this in the future, I would have them make up their own words or use 4/5 letter words to add a silent ‘e’ to the end. I liked that I switched the students from working at the standing table to working on the floor; this made it easier for the students to reach into the laundry basket to find their letters. For lower level students, and all students, I need to focus more on allowing wait time for the students to think critically about their pronunciation. Asking things such as, “what happens to this vowel when the ‘e’ is there?” “what sound would this vowel make if it was a long vowel sound?”. As a future classroom teacher, I would introduce this activity to the students so that they would not be over stimulated by the new materials, thus more engaged with the content than the materials themselves. I would also prefer to use this activity in smaller groups (2 or 3) so that it would be easier for the students to focus and less chaos when finding letters.

at	cut	not
bit	cap	kit
can	mad	hid
cub	tap	hop
fat	fin	rat
hat	her	man
pin	dim	tub
plan	mat	mop
rid	cod	spin
rod	rip	strip
bar	tim	car
con	cop	fan
pal	pop	sit

Age Level: Kindergarten

Subject(s) Area: Language Arts

Materials Needed: white boards, tray of letters, markers, erasers

SStandards:

Code and description: K.RF. 3 d: read common high-frequency words by sights. (e.g., the, of, to, you, she, my, is, are, do, does).

Objectives:

What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?

TSW identify their specific sight words at a 75% accuracy.

TSW indicate which letters are missing from their sight words at an 80% accuracy.

Learning Activities:

Technology: None

Required Vocabulary: said, they, you, went, where, got, down, come

Opening Element: "Today we are going to practice some sight words. First, I want you to use the letter trays to spell 'they'."

Reflective Questions: "what word do you see in 'they'?" (the) + (y)

Instructional Methods:

1. We will practice each of the sight words assigned for this specific group
 - a. Form words with letter trays
 - b. "what word is this?"
 - c. Write the word three times
 - d. I write the word and they say the word
 - e. Erase several letters per word
 - i. "what's missing?"
 - ii. for example, in 'they' make it the_ ; _hey; t_ey ; th_y; th__ ; __ ey
 - f. have them say the word again
2. Repeat these steps with each of the sight words
 - a. **They**
 - b. **Said**
 - c. **You**
 - d. **Went**
 - e. **where**
 - f. **got**
 - g. **down**
 - h. **come**
 - i. **she**
3. **Use some form of checklist to keep track of which students get the word correct and which get it wrong**
 - Guided Practice Strategies: Parts of I do, we do, you do. They work in partners to create the word; students individually write the words and fill in blanks, I say the word and prompt them with sentences. We also practice each word in several different ways/strategies.

- Independent Concrete Practice/Application: each student gets to write the word on their white board and what is missing.
- Classroom management/movement: seated at the table so there will be little movement
- Differentiation: this is a lower level group so all of the students will work together as well as get individual practice. Will begin by erasing 1 letter then possibly erase two letters to make it more challenging. I can write the letters larger. I could pair these students specifically to help promote their learning.

Wrap-Up: “Okay boys and girls, thanks for working so hard! Make sure you keep an eye out for these words while reading to self or to others... and don’t forget to practice them.”

Assessment:

Formative: Through my observation and documentation of their achievement and whether or not they are pronouncing/ writing the word correctly.

Summative: None at this time. I could do a little booklet with the words and star the ones they get correct within three seconds and leave blank the ones they do not get.

Reflection:

This lesson went well, but it did not go according to my plan. It was intended for a group of four students, however I only worked with two students at a time because the students were being taken out of the classroom for specials. In a way, this was nice because I had more time to focus on each of the students’ individual understanding of their sight words. I liked that I had different ways for the students to practice their words; they really enjoyed making the word with the letter tray and especially loved telling me what letters were missing. To improve this lesson, I think I would like to incorporate a portion of this lesson for them to see all of the words in a list and identify each of them. This way the students practice the word by writing, constructing, and reading it as well as determining which letter is missing. I would also have students sit in specific places at the table because two of the boys I worked with had a hard time working next to each other.

Words	R	W
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They		
Said		
You		
Went		
Where		
Got		
Down		
Come		
She		

Words	R	W
They		
Said		
You		
Went		
Where		
Got		
Down		
Come		
She		

Words	R	W
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Words	R	W
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