**EduTOOLBOX – Pre-K Professional Learning Program Lesson Plan**

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| **Content Area:** | **Literacy: Writing** |
| **Lesson Title:**  | **Alphabet Books**  |
| **Time Frame/Lesson Length:** | 15 minutes |
| **Lesson Setting:**  | This lesson will work best at a small group table or on a classroom rug with clipboards available to students. |
| **Grouping of Students:**  | This lesson will work with either heterogeneous (mixed ability levels) or homogeneous (similar ability levels) small groups of 4-5 children. |

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| **Lesson Objective:** | Students will demonstrate identification and understanding of alphabet letters and sounds by drawing and writing items with the corresponding beginning sound in an individual alphabet book. *Student-Friendly: I can draw pictures with the same beginning sounds to create an alphabet book by identifying letters and sounds.*  |
| **Aligned Standard(s):****(TN-ELDS)** | PK.FL.PWR.3 *Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.* PK.FL.PWR.3a *Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.*  |
| **Assessment Method:**  | The teacher will use a checklist to document student ability to identify letter, sound, and ability to draw an item with a corresponding beginning sound. Checklist is included in this lesson plan.  |

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| **Background Knowledge** | Students should have been exposed to multiple alphabet books throughout the year prior to this lesson. Alphabet books are a great way to expose children to the idea of beginning sounds. All types of alphabet books exist, making it easy for teachers to fit an alphabet book into multiple types of thematic units. Prior to this lesson, students have been exposed to developmentally appropriate instruction. For more information on writing instruction, view the Ayers Institute [model lesson video](https://www.edutoolbox.org/rasp/4760) on writing opportunities in a pre-K classroom. |
| **Intentional Vocabulary:** | The teacher is unable to predict new vocabulary words that align to this lesson because students will generate their own vocabulary based on their writing. The teacher should use this opportunity to focus on expanding students’ vocabulary skills naturally by engaging in intentional discussion about student writing during the lesson. This is a great learning opportunity for bilingual students. Since students choose their own words based on beginning sounds, students may choose to draw something in their home language. It is important for teachers to honor this and support students’ confidence in their writing and letter sounds. |
| **Materials Needed:** | * Paper
* Writing materials
* Alphabet letter foam stickers or foam alphabet letters with glue
* Tray
* Collection of alphabet books
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| **Considerations for Learning:***possible challenges, management issues, and safety considerations* | To help manage 4-5 students at a time but provide scaffolded support, have some students draw a picture to go with their answer while you work with 1-2 students on their writing. For students that will need more direct assistance, consider forming smaller groups or doing this activity 1-1. |

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| **Lesson Procedures and Questioning** |
| **Lesson Section** | **Detailed Procedure***[Sample teacher script is in italics]* | **Questioning Sequence** |
| **Introduction:** | Display a few alphabet books to the students. *What do you see here? Books! What types of books are these? Alphabet books! What do alphabet books do? Alphabet books tell a story or provide information by showing us pictures and words in alphabetical order.* *Today you are going to make your own alphabet book. You will draw pictures with the same beginning sounds to create an alphabet book by identifying letters and sounds. Can you repeat your objective with me? I can draw pictures with the same beginning sounds to create an alphabet book by identifying letters and sounds. Great job!* *Here are some alphabet letter stickers. You get to choose which letter you want to use on each page. When you choose your letter, say the name and sound. You can stick your letter to the page and then draw a picture with the same beginning sound. Watch me!* The teacher will model instructions while intentionally thinking aloud to show students the thinking process. Teachers should model the writing process for students as well.  | Knowledge and comprehension questions are recommended for the introduction.* *What do you see here?*
* *What types of books are these?*
* *What do alphabet books do?*
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| **Exploration:** | Release students to create their own books. The teacher should serve as a facilitator during the exploration time. The teacher should ask students questions about their letter names, sounds, and corresponding pictures. The teacher should remind students to label their pictures in their story and write sentences using their writing procedures.  | Application and analysis questions are recommended for the exploration. The question sequence during exploration time will vary based on student work. The following are sample questions to think about using: * *What letter is this?*
* *What sound does this letter make? Does it make any other sounds?*
* *Can you think of something that starts with this letter sound? Can you draw it?*
* *What did you draw?*
* *Can you think of a sentence to go with your picture?*
* *Can you label your picture?*
* *Do your pictures and sentences have anything in common?*
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| **Closing:** | Have students read their books to the others in your small group. Tell the students that you will put their books and in the class library or they choose to take their book home to share with a family member. | Creation and evaluation questions are recommended for the closing. * *How did it feel to be an author/illustrator?*
* *What are some other things that you could write about?*
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| **Opportunities for Differentiation:** | Celebrate students on every level of writing and encourage them to write in a way most appropriate to the individual. Accept all children’s writing as meaningful. We want them to enjoy writing and they will progress in their skills as they grow older. Teachers should use discretion of which alphabet letters to put out for students to select from. Emerging students may have a small selection of letters in their own name. These are more likely to be familiar to students. Intermediate students may have a selection of letters in their first and last name. Advanced students may have a random selection of letters from the entire alphabet. Teachers can choose to use uppercase, lowercase, or a mixture of letters for this activity. If students are struggling with letter/sound identification, provide an alphabet chart support. An ideal alphabet chart support would have uppercase and lowercase letters with images. If providing a supportive alphabet chart, remind students not to draw the pictures already on the chart, but to use the images as inspiration for a unique drawing.  |
| **Extending the Learning:** | Digital Storytelling – This opportunity could be made into an individual student book, combined class book, or a digital storytelling activity. There are lots of online apps and programs that can be used to record images, video, and audio to create a digital story. This digital story can be shared with school and family community. This is a great extension to help students build technology and social-emotional learning skills. Place individual student book in classroom library. Allow students to “check-out” the book from the library in order to share their learning at home.  |

**Alphabet Book Assessment Tool**

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| **Student Name:** | **Date:** |
| ***Assessment Instructions:*** *Circle the letters that students choose. Students will not select all letters during this lesson.* | **Identify Letter Name** | **Identify Letter Sound** | **Draw item with corresponding beginning sound** |
| **A** |  |  |  |
| **B** |  |  |  |
| **C** |  |  |  |
| **D** |  |  |  |
| **E** |  |  |  |
| **F** |  |  |  |
| **G** |  |  |  |
| **H** |  |  |  |
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