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

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| **Content Area:** | **Literacy - Letter and Letter Sound Recognition** |
| **Lesson Title:** | **“SMASH” Letter and Sound Identification Game** |
| **Time Frame/Lesson Length:** | 10-15 mins |
| **Lesson Setting:** | This lesson will work best at a small group table.  Materials can be used independently by students during center time after the lesson has been taught. |
| **Grouping of Students** | This lesson is designed for heterogeneous (different skill levels) or homogeneous (similar skill level) groups; however, heterogeneous groups benefit from the chance to learn from their peers to increase engagement and lower frustration for various levels of learners. |

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| **Lesson Objective:** | Students will identify letter names and letter sounds while searching for letters on their mat. Students will use fine motor skills to roll dough balls and practice self-control to wait for directions to play the game.  *Student-Friendly: I can find and name letters and letter sounds.* |
| **Aligned Standard(s):**  **(TN-ELDS)** | -PK.FL.PC.1 d*. Recognize familiar uppercase letters and some of the most common lowercase letters.*  -PK.SPC.SA.8 *Use materials purposefully, safely, and respectfully as set by group rules.*  -PK.PD.5. *Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).* |
| **Assessment Method:** | The teacher will use a simple alphabet rubric to quickly circle which letters and sounds that students were able to identify. This information will show the teachers which letters and sounds the students have mastered and which ones need more practice to reach mastery. Teachers may also write notes about student use of fine motor skills and the ability to control their bodies to safely play the game. A sample rubric is attached. |

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| **Background Knowledge** | Children have been learning and practicing their letters and letter sounds in many different and intentional ways. Students should have been exposed to letters and letter sounds prior to playing this game. Students have been intentionally taught the safe and responsible use of dough and have had many opportunities to play with it prior to this game. This activity allows students to practice self-awareness skills while continuing to grow their knowledge and remembrance of letters and sounds. |
| **Intentional Vocabulary:** | **Smash**-to hit something (action modeling recommended)  **Palm**-part of the hand between the fingers and the wrist (modeling recommended-show your palm and let children find their own)  **Gentle**-moderate action, not hard (action modeling recommended) |
| **Materials Needed:** | * Dough (enough for each student to have a small ball) * Letter Cards (specific letters from your smash mats chosen) * Smash Mats (These are created by the teacher by using construction paper and markers. The teacher will write letters in circles on the paper. Split the alphabet onto two different pieces of paper, creating two splat mats with 13 circled letters each. When making a small group set, use the same letters for each mat, but place the letters in different positions on the paper so that children must search for their own letter. Laminate for continued use. Swap between sets of smash mats each time you play with students so that all letters are targeted. (An example of one mat is attached at the bottom of the document. The second set of mats would have the remaining alphabet letters not used on this first mat.) |
| **Considerations for Learning:**  *possible challenges, management issues, and safety considerations* | It is very important to demonstrate the expectations for the activity before giving the children materials of their own. Giving children a ball of dough to explore before beginning the activity may dismiss some disruption of wanting to play freely with it. Allowing children to discuss what letters they see on their mats may dismiss some disruption of sharing once the game begins.  Some children may struggle to control their dough ball while waiting to smash it. In this case, all children can place their dough on the table each time the teacher shows a new letter until instructed to place it on their boards.   * If students struggle to safely control their hands to smash their dough ball, the teacher can show students how to use one finger to smash the dough ball instead, and/or use smaller amounts of dough. |

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| **Lesson Procedures and Questioning** | | |
| **Lesson Section** | **Detailed Procedure**  *[Sample teacher script is in italics]* | **Questioning Sequence** |
| **Introduction:** | Begin by stating your learning objective.  *Today we will practice our letter names and sounds that we have been learning.*  *Why do you think it is important that we know our letters and the sounds that they make?* You can guide students to understanding that knowing letters and sounds will allow them to be able to read and write.  *We will practice this today by playing a fun game named ‘Smash’. Do you know what the word ‘smash’ means? That word gives us a hint of something we will do in our game. Before we play, we have to learn the rules so that we can be safe.*  Before giving students their materials, explain and demonstrate the expectations and rules for the game.  *Smash is a word that means to hit something. Can you think of something that might smash? Today we are going to smash dough with the palm of our hand.*  Show children the palm of your hand and have them show understanding by showing you their palms.  *In order to be safe, we will be smashing our dough with a gentle hand. This means that we are not going to hit the dough too hard.*  Demonstrate this to the students and review the word smash, palm, and gentle as you do so. When the expectation is clear, give each child a dough ball and allow them to explore it for a minute or two before beginning.  Guide students to discuss what they like to make when they play with dough. | Knowledge and comprehension questions are recommended for the introduction.   * *Can you explain why we need to use our palm and smash the dough gently and safely?* * *What could happen if we do not use our palm to smash gently?* * *Why is it important that we learn our letters? How will we use our letters and letter sounds in the future?* * *Can you think of something that might hit or smash?* |
| **Exploration:** | After students explore the dough for a moment, demonstrate how to roll the dough into a ball and instruct children to try to do so.  *Is it difficult to roll the dough into a ball? What techniques are you using to help you?*  Next, each student will receive a smash mat. Before beginning the lesson, ask the children to tell their peers what letters they see on their mats. If this is the first time to see this material, students will likely be excited and want to discuss it. By giving students this chance before beginning, they may be more engaged for the lesson.  After the students have shared, the teacher will flip over and show the group an alphabet card. Together, students will name the letter and the letter sound. Students will place their dough ball on that letter on their mat.  When all students have found the correct letter, the group will repeat the letter name and sound. This can be guided by asking, “*What letter?” “What sound?”*  Students will then wait for the teacher to say “1, 2, 3...SMASH!”. At this time, students may use the palm of their hand to smash the dough ball flat with one gentle hit. Then students will roll the dough into a ball and wait for the next letter card. | Application and analysis questions are recommended for the exploration.   * *Can you name the letter and letter sound?* * *Can you show me how you will control your body to smash your dough once with your palm?* * *Is it difficult or hard to roll the dough into a ball? What techniques or tricks are you using to help you?* |
| **Closing:** | Collect all materials and have children review the letters that you covered by saying the letter name and sound as you quickly show the letter cards again.  *Today you found and named all of the letters and sounds that we have been learning. I thought this was fun to do together, what did you think of this game? I think we should place this in a center so we can continue to play during free choice time. What do you think?* | Creation and evaluation questions are recommended for the closing.   * *In which center should we place this game today and why?* * *Did you enjoy this game? Why or why not?* * *What other ways could we practice learning our letters and sounds?* |

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| **Opportunities for Differentiation:** | Depending on student letter knowledge, the teacher can help students to find letters on the smash mat. Depending on student's fine motor skills, the teacher can help students to roll the dough back into a ball or allow that students do not have to use a rolled ball and can choose how to shape their dough. Depending on student ability to control their bodies as they use the dough, the teacher can instruct the group of students to place their dough balls back onto the table until instructed to find the next shown letter after each “smash”. |
| **Extending the Learning:** | Students can play this game independently with peers during free choice center time. Smash mats and cards can be stored with the classroom dough.  Teachers can assist students to create a mat of their own using the letters in their name or specific letters that the student needs more work to identify. These can be sent home with a set of instructions for students to play with their families. |

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| **Appendices:** |
| Alphabet Rubric, Example Smash Mat |

*Alphabet Rubric:*

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| Student Name | Letter Name | Letter Sound | Notes on Fine Motor and Self Control |
| Eric | A B C D E F G H I J K L M  N O P Q R S T U V W X Y Z  a b c d e f g h i j k l m n o p q r s t u v w x y z | A B C D E F G H I J K L M  N O P Q R S T U V W X Y Z | Needed assistance to roll dough balls.  Used good self-control. |
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*Example of a Smash Mat*

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