

Lesson Plan by Cayla Davenport

Lesson: Kid News

Length: 25 minutes

Grade Intended: Kindergarten

Academic Standard(s):

K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.

K.1.15 Read one-syllable and high-frequency words by sight.

K.1.6 Count, recognize, represent, name, and order a number of objects (up to 10).

Performance Objectives:

Students will create three or four sentences that include the week's popcorn words: Do and Little.

Students will identify popcorn words and letters by circling one each in Kid News.

When prompted by the teacher, students will count how many words are in a sentence or how many letters are in a word by writing the correct number under the word or letter.

Assessment: Students should participate and show active listening. Student will be able to count or identify a popcorn word/letter without assistance from the rest of the class or teacher.

Advanced Preparation by Teacher: Have a large sheet of paper with the date and the title of Kid News at the top; multiple markers are also needed.

Procedure:

Introduction/Motivation: Put the new popcorn words on the board and have the students guess what they are. Spell both as a class at least twice, and then have them spell both words once. (Gardner- Verbal Linguistic, Bloom- Knowledge)

Step-by-Step Plan:

- 1) Ask the students to think quietly to themselves a really good sentence that includes one or both of our new popcorn words. Remind the students what the words are. (Gardner- Verbal Linguistic, Bloom- Application)
- 2) Ask for three or four sentences that include at least one of our new popcorn words. Spell some of the words together as the teacher writes the sentences on Kid News sheet. (Gardner- Interpersonal, Bloom- Comprehension)
- 3) Have a student come up and count how many letters are in one of the longer words in Kid News. Have the student write the numbers under each letter of the word. (Gardner- Logical Mathematical and Bodily Kinesthetic, Bloom- Comprehension and Application)
- 4) Have a student come up and count how many words are in the longest sentence. Have the student write the numbers under each word of the sentence. (Gardner- Logical Mathematical and Bodily Kinesthetic, Bloom- Comprehension and Application)
- 5) Have each student who has not already been up to come up and circle any popcorn they see in any of the sentences, one at a time. (Gardner- Visual Spatial and Bodily Kinesthetic, Bloom- Analysis)

Closure: After all the popcorn words are found, count how many popcorn words were used in all the sentences as a class. If there are more than ten, then have the students give each other a *Fantastic!* (Gardner- Logical Mathematical and Interpersonal, Bloom- Evaluation)

Adaptations/Enrichment:

Enrichment- Have the students spell the popcorn word they find.

Adaptations- Tell them which sentence a popcorn word is in if they struggle to find one.

Self- Reflection:

Did the students seem to enjoy themselves?

Should I add more to the lesson? Get rid of some?

Did the lesson focus too much on whole group, and not enough on independent work?

Was the lesson too simple for some students? Too challenging for others?