

## LITERACY LESSON: EHD 178 ECE – READING LESSON PLAN 5

**NAME:**

**DATE:** 10/12/11

**TITLE (INCLUDE STRATEGIES):** *Go, Dog. Go!* Phonics (Competency 3b.), Spelling (Competency 4), and High Frequency Words (Competency 5)

**STANDARD:** Grade K: Decoding and Word Recognition: 1.15 Read simple one-syllable and high-frequency words (i.e., sight words)

**BOOKS AND MATERIALS:** *Go, Dog. Go!* by P. D. Eastman, Random House Inc., 1961; *A Porcupine Named Fluffy* by Helen Lester, Houghton Mifflin Company, 1986; *Click, Clack, Moo Cows That Type* by Doreen Cronin, Simon and Shuster, 2000; *Skippy Jon Jones in Mummy Trouble* by Judy Schachner, Scholastic, 2007; *Tough Chicks* by Cece Meng, Clarion Books, 2009; Marie M. Clay book, *An Observation Survey of Early Literacy Achievement*, Heinemann Education, 2002; letter stickers and paper.

**LITERACY OBJECTIVE:** Students will sort letters to form high frequency spelling words and locate the words within the book *Go, Dog. Go!*.

**CONNECTION:** TC will remind them they are learning to read new words everyday. TC will ask students what words they have been learning with Ms. McCloskey and tell them we are going to practice new words today.

**VOCABULARY:** big, little, hat

### **TEACHING STRATEGIES:**

1. TC will give each student letters and tell them we are going to put the letters together to make words.
2. TC will show the students the word “go”. TC will tell the students there is a “g” and an “o”.
3. TC will place the letters “g” and “o” on her paper and point to the word while simultaneously saying the word. TC will tell students it is their turn to try with the same word.
4. TC will repeat this process with the words the, like, and, my, I, for, & can.
5. TC will then present the book *Go, Dog. Go!*
6. TC will tell students we are going to read the book and look for our spelling words in the story.
7. TC will tell students to raise their hand when they see one of the words and TC will place a transparent sticky note in the book to highlight the word.
8. TC will read entire book.
9. TC will then give students a sentence frame that says “Today, I learned to read and spell these words: \_\_\_\_\_”
10. TC will have students fill in as many words as they can remember.

### **STUDENT PRACTICE:**

**Guided Activity:** Students will use letter stickers to make high frequency words and read them aloud. Students will locate the eight high frequency words within the text.

**Independent Activity:** Students will fill in their sentence frame with words they learned today.

**QUESTIONS:** What words have you been learning? What word do these letters make? What sounds do the letters make? Can you find the words in the story as we read? What words did you learn to read and spell today?

**ADAPTATION STRATEGIES:** N/A

**ASSESSMENT PLAN:** TC will note who is participating during the reading to find the high frequency spelling words. TC will evaluate the words the students were able to remember and write down on the sentence frame.

**OTHER ACTIVITIES:** Decorate Reading Log.

**Instructor Feedback:** Excellent lesson that includes active learning experiences to practice letters, sounds and words. Let me know how the stickers work out in your reflection. If possible, find letter stickers that are easy to remove if needed to change the spelling.

**Lesson Observation 10/12:**

Outstanding use of letters that are creative and encourage active learning. The children exhibited high, sustained interest. I'm very impressed with the quality of your teaching this morning. It was positive, enthusiastic and focused on individual learning with understanding.