

LESSON PLAN (2024)

Candidate's name: Thu Trang Nguyen

Grade/Class/Subject:	Kindergarten/English Language Arts	School:	Suwilaawks Community School
Date:	Monday, November 18, 2024	Allotted Time:	40 minutes
Topic/Title:	Letter L (Lesson 3/3)		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

This lesson is the last lesson in a series of three lessons teaching the letter L. The lesson focuses on reviewing the words starting with the letter L that students have learned from the first two lessons through a picture cards game. This reinforces phonemic awareness of the /l/ sound and letter recognition. Students will also practice tracing and writing capital L and lowercase l.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
X COMMUNICATION – Communicating X COMMUNICATION – Collaborating O THINKING – Creative Thinking X THINKING – Critical Thinking X THINKING – Reflective Thinking X PERSONAL AND SOCIAL – Personal Awareness and Responsibility O PERSONAL AND SOCIAL – Positive Personal and Cultural Identity O PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Communication: Students will practice listening respectfully as the teacher reads all the words starting with the letter l and instructs how to finish their paperwork. They will also practice their communication and collaboration skills as they play the picture card game. They will be able to communicate their recognition of the letter L in words.</p> <ul style="list-style-type: none"> Communicating: In familiar settings, I communicate with peers and adults (Profile 2). Collaborating: In familiar situations, I cooperate with others for specific purposes (Profile 2). <p>Thinking: Students will practice their critical and reflective thinking skills as they determine if the picture cards show a word that starts with the letter L. Students will also be asked to demonstrate how to write the capital L and lowercase l.</p> <ul style="list-style-type: none"> Critical Thinking and Reflective Thinking: I can use evidence to make simple judgements (Profile 2). <p>Personal and Social: Students will practice being respectful as they play the picture card game, listen to a song, and take turns in writing the letter L on the whiteboard. They will develop their ability to focus and stay on tasks during writing practice.</p>

- Personal Awareness and Responsibility: I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being (Profile 2).

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<p>X Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <p>X Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</p> <p>X Learning involves recognizing the consequences of one's actions.</p> <p>X Learning involves generational roles and responsibilities.</p> <p>X Learning recognizes the role of Indigenous knowledge.</p> <p>X Learning is embedded in memory, history, and story.</p> <p>X Learning involves patience and time.</p> <p>O Learning requires exploration of one's identity.</p> <p>O Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</p>	<ul style="list-style-type: none"> • This lesson uses a holistic approach by incorporating different senses and activities when teaching the letter L. Students will practice sky writing the letter L, listen to the letter L song as well as write on the whiteboard and paper. • Through the picture card game to identify words starting with the /l/ sound, students will practice their communication skills, contributing to their holistic development. • When working with their teacher and peers through the picture card game, students also learn how to work together, collaborate to achieve a goal (sorting out the words to L or Not-L groups). This will develop a sense of community and belonging within students. • This lesson also allows students to learn to take turns and share during class activities. As they raise their hands to answer questions or to ask for help, they will practice being patient and respect, understanding that their actions impact the whole group's learning experience. • They learn to connect the letter L with meaningful words or images, like "land" or "language", which is significant to Indigenous people. • The teacher and students will understand that learning takes time. Students might need more patience and time to practice writing the letter L.

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?

- Language and story can be a source of creativity and joy.
- Playing with language helps us discover how language works.

This lesson allows students to review the words starting with the letter L, reinforcing their phonemic awareness of the /l/ sound and letter recognition. Students will practice tracing and writing the capital L and lowercase l.

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Explore foundational concepts of print, oral, and visual texts • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Use language to identify, create, and share ideas, feelings, opinions, and preferences 	<p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • concepts of print • letter knowledge • phonemic and phonological awareness • letter formation

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use **observations**, have targeted **conversations**, or collect **products**? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be **formative**, **summative**, or both?*

Formative Assessment

- Observe students during the finding L-words game, and tracing/writing activities to assess their ability to recognize the /l/ sound and write the letter l.
- A worksheet for writing practice shows the teacher if students are able to write the capital L or lowercase l.
- Exit ticket: Tell me one word that starts with the letter L. Or show me how to write the capital L and lowercase l on a small whiteboard.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

- As students recall the words starting with the letter L that they have learned so far, they can practice counting words. This reinforces their counting skill for Math.
- At the beginning of the lesson, students will work collaboratively with each other to identify the words starting with the letter L.
- Classroom management: If there are disruptive behaviours or the class becomes noisy during the lesson, I will pause the lesson. Using the chime to gather their attention is a good strategy. I will also remind students about their expected behaviours (for example, listen with respect or raise the hand when having the answer) in the classroom.
- The students with a learning disability FR and AR will have an EA to explain the questions and support her finish her worksheet.
- The student who reads at grade 2 level RH will join the class on the carpet and use iPad to work on her literacy level during paperwork time.
- I will need to support TJ and SK by using a highlighter to write the letter L for them to trace. I will need to remind TJ and ED to focus on tasks as they can be distracted.
- Students who finish their worksheet early can do a matching letter-picture activity.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- Picture cards with items that start with L (lion, leaf, lamp, lollipop, lemon, etc.) and some that start with other letters for contrast (car, map, king, etc.).
- Two baskets labeled "L" and "Not L"
- Whiteboard
- Markers
- Pencils and Crayons.
- Worksheets to practice writing the capital L and lowercase l.
- Extra: a matching letter-picture worksheet.
- A song teaching the letter L.
<https://www.youtube.com/watch?v=qEXMoeYe47c>

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<ul style="list-style-type: none"> • Gather students on the carpet to start the Literacy lesson. Gather their attention by giving positive reinforcements that some students are ready to listen to the teacher. Remind students who are not ready if needed. • Review: Ask students if they remember the words starting with the letter L that they have learned. Allow students to recall some L-words. • Introduce the outline of the lesson: We will review the words that start with the letter L by playing a picture card game. We will practice writing the capital L and lowercase l together. Then we will listen to the L song and finish our paperwork for the letter L. Remember that if you give me your best writing, you will get a bear sticker. 	5 minutes
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>Review the words that start with the letter L (12 minutes) Picture card game</p> <ul style="list-style-type: none"> • Explain how to play the picture card game to the students to recall the words starting with the letter L: Explain that today, they'll be on the lookout for things that start with the special letter L. Each student will pick a card with an item that might start with the letter L. They will determine if the word starts with the letter L or not and place it in the correct basket (L or Not L baskets). • Read the words that start with the letter L again to reinforce the sound /l/. <p>Song for the letter L (3 minutes)</p> <ul style="list-style-type: none"> • Link: https://www.youtube.com/watch?v=qEXMoeYe47c • Students will listen to a song teaching the /l/ sound. Students can dance if they want. • I will pause the song when there is a word that starts with the letter L for students to recall the L-words. <p>Writing practice (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to get back on the carpet for writing practice. <p>Model Writing (I do)</p> <ul style="list-style-type: none"> • On the whiteboard, I will demonstrate how to write an uppercase L. Say, "Start at the top, draw a line straight down, and then a line across at the bottom." • For lowercase l, say, "Start at the top and draw one straight line down." 	30 minutes

	<p>Sky Writing (We do)</p> <ul style="list-style-type: none"> • Have students use their fingers to "sky write" the letter L in the air, making large movements. <p>Practice on paper (You do)</p> <ul style="list-style-type: none"> • Explain how to practice writing the capital L and lowercase l on paper. Use your pencil to trace the first line and write the second line by yourself. If you need help, you need to raise your hand. When you are done, you can come to me, and I can check your work. Remember to give your best writing so that you can get a bear sticker. • Ask one student from four groups (Red/Pink, Dinosaur, Rainbow, and Unicorn) to get their supplies bin. • Students get back to their table and practice writing the capital L and lowercase l. • Teacher: Circulate the classroom to check on students' work. <p>Notes for teachers:</p> <ul style="list-style-type: none"> • Allow students to have enough time to respond to the questions. I will also ask students if they want to add something to their friends' answers. • I will call one or two students who do not raise their hands or seem to be distracted in the class to engage them back to the lesson if needed. • Two students (TJ and SK) will need extra support, like using a highlighter to write the letter L and ask them to trace it. • Extra: If any student finishes their writing worksheet early, they will be given the matching letter-picture worksheet as a challenge. 	
<p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g. due dates, next day requirements) 	<ul style="list-style-type: none"> • Collect the worksheet from students. Check their work and give stickers. • Exit slip: Tell me one word that starts with the letter L or show me how to write the letter L on the whiteboard. Exit slip is done as students hand in their worksheet. • Gather students on the carpet. • Reflection assessment: Tell me how you feel confident of writing the letter L by using your thumbs up, thumbs down, or sideways. • Giving students positive reinforcement and informing students about the letter M for next lesson. 	5 minutes

9. REFLECTION *(anticipate if possible)*

- Did any reflection in learning occur, e.g. that shifted the lesson in progress?
- What went well in the lesson (reflection on learning)?
- What would you revise if you taught the lesson again?
- How do the lesson and learners inform you about necessary next steps?
- Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?
- If this lesson is being observed, do you have a specific observation focus in mind?

- **What went well in the lesson**

- ✓ My picture card game was fine. Most students were engaged in sorting out the L-word cards.
- ✓ Students were excited to count all the L-words that they had found through three lessons of the letter L.
- ✓ Students enjoyed the L song and danced around the classroom but also came back to the carpet when being asked.
- ✓ The sky writing practice was fun and engaging.
- ✓ The transitions between activities were maintained properly. The students followed my instructions to come back to their tables in groups, took their supplies, and finished their paperwork in time.
- ✓ I checked with each group to provide encouragement, support, and make sure that they knew what they needed to do.
- ✓ I provided scaffoldings to some students (TJ, SK, and CU) to help them finish their tracing and writing.
- ✓ I provided positive reinforcement to the students.
- ✓ Some students who finished their worksheet early were given an extra worksheet (picture-letter matching) and enjoyed working on it.
- ✓ The exit slip practice was done with every student. Most students could easily come up with a word that starts with the letter L.

- **What would you revise if you taught the lesson again**

- ✓ I would use a mystery bag in which I put some items or pictures that show things starting with the letter L to capture students' attention throughout the sorting out activity.
- ✓ As for students who might be distracted during the lesson, I would gain back their attention using questions like "Look at RH's card. What is it? Do you think it is an L-word?" If they seemed lost, I would call them by their name and give them a little more time to move their attention back to the lesson.
- ✓ I would train my students to use a system like mini solo cups to show me when they need my help. That would reduce the times they call out my name to ask for help.

- **How do the lesson and learners inform you about necessary next steps?**

- ✓ Kindergarten students have a short attention span. If teachers can add excitement and curiosity into their lesson like using a mystery bag for learning activities, students will learn better and focus more during lessons.
- ✓ I would train my students how to use the mini solo cups to get help during writing practice.
- ✓ I would create activities for students to practice their motor skills like coloring or cutting as I can see that some students are still struggling with holding their pencils.

- **Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?**
 - ✓ I understand that kindergarten students have a short attention span, leading me to choose an appropriate teaching plan to maintain their attention throughout the lesson.
 - ✓ I provided adaptations (using a highlighter to write and asking students who struggle with writing to trace it; or an extra worksheet for advanced students) and scaffoldings to students since I value their success in education.
 - ✓ I encouraged the participation from all the students in the class, showing an inclusive classroom.
 - ✓ I discussed with my evaluator how to deliver and improve my lesson, showing my intention to keep learning and attempts to improve my teaching practice.
 - ✓ Students' names in this lesson plan were kept as initials to ensure confidentiality.
- **If this lesson is being observed, do you have a specific observation focus in mind**
 - ✓ I will play the picture card game with the students, but I also try to capture the students' attention throughout the activity.
 - ✓ I will practice sounding the /l/ sound and writing the capital L and lowercase l with the students.
 - ✓ I will provide a good writing demonstration (I DO), invite students' participation in writing practice (WE DO), and provide clear instructions for students when they work by themselves (YOU DO).
 - ✓ I will focus on providing adaptations and scaffoldings to students that need it.

List of words for sorting L-words activity

Lamp

Lion

Lemon

Leaf

Map

Lamb

Log

Car

Lollipop

Letter

Ladder

Lobster

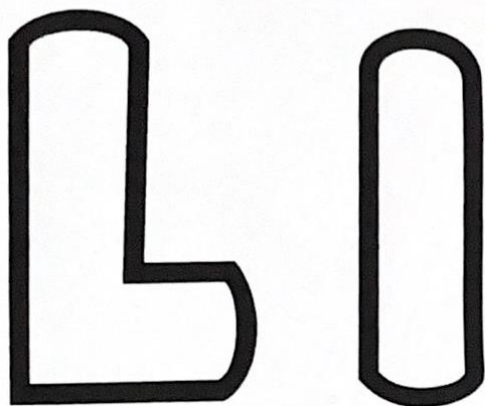
Key

King

Lego

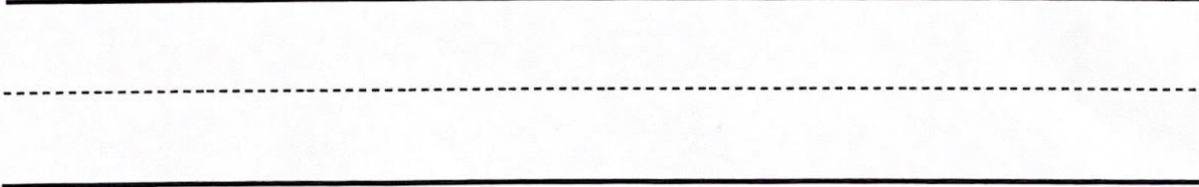
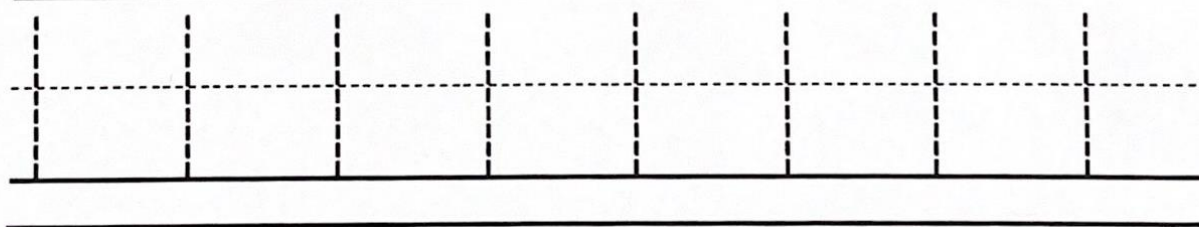
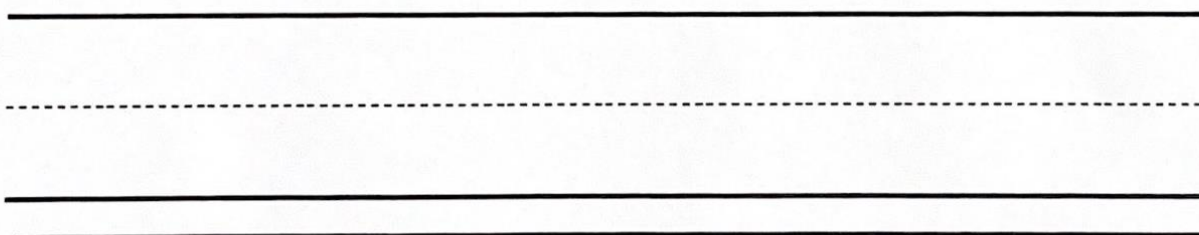
Leg

Name: _____








l	l	L
L	l	L
l	L	L

Color capital letters *blue* .
Color lowercase letters *red* .



Match each alphabet with the picture that begins with that alphabet.

G	<input type="radio"/>	<input type="radio"/>	
H	<input type="radio"/>	<input type="radio"/>	
I	<input type="radio"/>	<input type="radio"/>	
J	<input type="radio"/>	<input checked="" type="radio"/>	
K	<input type="radio"/>	<input type="radio"/>	
L	<input type="radio"/>	<input type="radio"/>	