** LESSON PLAN (2025)**

**Candidate’s name:** Thu Trang Nguyen

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| Grade/Class/Subject: | Kindergarten/English Language Arts | School: | Uplands Elementary School |
| Date: | Thursday, February 13, 2025 | Allotted Time: | 30 minutes |
| Topic/Title: | Connecting letters to their sounds and finding words that start with those letters | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](about:blank)

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| *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 to enhance kindergarten students' phonemic awareness by helping them identify and connect initial letters and letter sounds to corresponding objects or pictures. Students will engage in a fun exciting activity, pulling objects or pictures out of the Mystery Bag, practicing isolating and articulating the initial sounds of words, and finding words that start with those letters. This activity makes the process of connecting letters to sounds enjoyable and effective and helps students build decoding skills for their reading later. |

1. **CORE COMPETENCIES**

**Key resources:** [https://curriculum.gov.bc.ca/competencies](about:blank)

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| **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.* |
| 🗹 COMMUNICATION – Communicating  🗹 COMMUNICATION – Collaborating  🗹 THINKING – Creative Thinking  🗹 THINKING – Critical Thinking  🗹 THINKING – Reflective Thinking  🗹 PERSONAL AND SOCIAL – Personal Awareness and Responsibility  🗹 PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  🗹 PERSONAL AND SOCIAL – Social Awareness and Responsibility | **Communication**:   * ***Communicating***   *Profile 2: In familiar settings, I communicate with peers and adults.*   * ***Collaborating***   *Profile 2: In familiar situations, I cooperate with others for specific purposes.*  Students will practice listening respectfully to the teacher and their peers. They will also develop their communication and collaboration skills by engaging in the Mystery Bag activity. Through these activities, students will demonstrate their ability to recognize letters, connect letters to their sounds in various words as well as finding words.  **Thinking**:   * ***Critical Thinking and Reflective Thinking***   *Profile 2: I can use evidence to make simple judgments.*   * ***Creative Thinking***   *Profile 2: I can get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials.*  Students are encouraged to observe, analyze, and  form basic conclusions, an essential skill that fosters critical thinking and decision-making at an age-appropriate level.  Students will explore creative ways to use letters and find words that start with those letters. As students learn letter sounds, they can build their knowledge about letter sounds, recall the names of objects/pictures and draw one object in the extension activity.  **Personal and Social**:   * ***Personal Awareness & Responsibility*** |
|  | *Profile 1: I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize my emotions.*   * ***Positive Personal and Cultural Identity***   *Profile 2: I am aware of different aspects of myself. I can identify people, places, and things that are important to me.*   * ***Social Awareness and Responsibility***   *Profile 1: I can be aware of others and my surroundings.*  Through the Mystery Bag activity, students can identify their emotions, experience success as they master foundational literacy skills, and communicate their preferences. They will develop their ability to focus and stay on tasks during literacy practice.  Students can recognize and name aspects of their own identity, such as their name, family members, or favorite things. They can relate them to objects, places, or traditions significant in their lives.  Group activities like finding words allow students to pay attention to their peers' contributions, promoting an understanding of collaboration and mutual respect. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

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

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| 🗹 Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  🗹 Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  🗹 Learning involves recognizing the consequences of one's actions.  🗹 Learning involves generational roles and responsibilities.  🗹 Learning recognizes the role of Indigenous knowledge.  🗹 Learning is embedded in memory, history, and story.  🗹 Learning involves patience and time.  🗹 Learning requires exploration of one's identity.  🗖 Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | * Students learn through interaction with their peers, teachers, and objects/pictures. The Mystery Bag learning game can help them build relationships with their teacher and friends, fostering a sense of connectedness. Through this activity, students can connect letters, sounds, and words to their personal lives, cultural stories, and environments. * When students explore letters and sounds, they learn that combining them creates words that have meanings. Following classroom activities, they can learn about the consequences of their actions, how to make good choices and become responsible learners. * Teacher can incorporate Indigenous words, names, or stories into letter recognition and word-finding activities, which can help students connect language to their heritage and community. * Letters, sounds, and words are taught through stories or poems. Teacher can help students recall some stories related to the objects or pictures, emphasizing the importance of storytelling in First Peoples cultures. * Teachers and students understand that literacy skills develop gradually through practice and repetition, indicating the involvement of being patient while learning. * Teachers can connect letters, letter sounds, and words to the local environment or community, for example, identifying the letter T in "tree" or the letter R in "river", to build a sense of place. * When students successfully identify objects and their corresponding sounds, they experience a sense of accomplishment, contributing to a positive self-image and their identity development. |

1. **BIG IDEAS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| Students are expected to understand:   * Language and story can be a source of creativity and joy. * Playing with language helps us discover how language works.   This lesson is to build the foundational skills for reading and writing including letter recognition, letter sounds, and word finding. The Mystery Bag activity is an engaging way to help kindergarten students connect letters to their corresponding sounds, enhancing their phonemic awareness in a fun and interactive manner and understanding the relationship between written and spoken language. Students can also develop their creativity in the finding words and drawing activity at the end of the lesson. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| * **Comprehend and connect (reading, listening, viewing)** * 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 * **Create and communicate (writing, speaking, representing)** * Exchange ideas and perspectives to build shared understanding * Use language to identify, create, and share ideas, feelings, opinions, and preferences | * **Strategies and processes** * reading strategies * oral language strategies * writing processes * **Language features, structures, and conventions** * concepts of print * letter knowledge * phonemic and phonological awareness * letter formation * the relationship between reading, writing, and oral language |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](about:blank) and[https://curriculum.gov.bc.ca/classroom-assessment](about:blank)

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| *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* ***observation****s, 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 Mystery Bag activity to assess their ability to identify initial sounds and match them to the correct letters. * Students' responses on finding words that start with targeted letters. * Exit ticket: Draw one object/picture from the bag and write down the first letter of its name. |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](about:blank)

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| *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.* |
| * Classroom management: review rules for the Mystery Bag activity: take turns drawing items from the bag, be patient, listen with attention, respect your friends, and raise hands if you want to help your friend. * For students needing additional support, provide visual cues or partner them with peers. * For advanced students, include objects with letters that have not been reviewed in class before or ask to find several words. |
| **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.* |
| * A non-transparent bag (Mystery Bag) * A variety of small objects or picture cards representing different initial sounds (e.g., apple, ball, house, horse, octopus, etc.) * Alphabet chart displayed in the classroom * Whiteboard and markers * Individual whiteboards and dry-erase markers for students * Arrange the classroom seating to allow students to look at the alphabet chart. |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *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* | * Gather students in a circle. * Introduce the Mystery Bag, explaining that it contains items representing different beginning sounds. * Review the alphabet chart, emphasizing the sounds each letter makes. | 5 minutes |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *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* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | **Demonstration (2 minutes):**   * Model the activity by pulling a picture from the Mystery Bag. * Identify the object in the picture and emphasize its initial sound. For example, this is a cow. *Cow* starts with the /k/ sound. It is the letter C. * Show the corresponding letter on the alphabet chart. * Find another word that starts with the letters. For example, *cake* is another C-word.   **Guided Practice (18 minutes):**   * Invite students to take turns drawing a picture from the Mystery Bag. * Encourage each student to: * Name the object. * Identify its initial sound and its letter name. * Find that letter on the alphabet chart. * Find another word using that letter. * Provide support to students if needed.   **Exit ticket/Extension** (If all the pictures were gone through quickly)   * Distribute individual whiteboards and markers to students. * Ask students to draw one object from the bag that they remember. * Ask students to write down the letter that corresponds to the initial sound. * Allow students to say the name of the object/thing, the letter name, and its sounds. | 20 minutes |
| **CLOSING:**   * *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* | * Recap the activity by reviewing the objects and their corresponding initial sounds. * Allow students to count the number of the pictures that they had. Praise students for their participation and efforts. * Encourage students to find objects at home that start with the letters they have reviewed today and share them in the next class. | 5 minutes |

1. **REFLECTION** *(anticipate if possible)*

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| * *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** * At the beginning of the lesson, I asked some questions to help the students recall what letters they learned from the previous lessons. * I first demonstrated the activity to the group as an example. * The alphabet strips were helpful to the students. They could use the images on the strips to find things that start with specific letters. * The Mystery Bag was an engaging activity. The students were excited to look for objects in the bag. Holding concrete objects in their hands helped students solidify the first sounds of objects’ names. * The group also enjoyed supporting each other finding words. * I was able to control the group’s activity while changing the CD for the listening group. * I challenged the students to find objects at home that start with the letters they have reviewed in the lesson. It motivated them to keep searching for words and review the letters at home. * **What would you revise if you taught the lesson again** * I should make the lesson go faster as the students understood well about the activity. This can allow the students to have more practice. * I would position myself so that I can still see when the listening group needs me. * **How do the lesson and learners inform you about necessary next steps?**   I will need to review the sounds of the letter Uu since the students have not grasped it.   * **Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?** * I understand that learning through playing can benefit students. Using the Mystery Bag game to review letters’ sounds makes learning happen effortlessly. * I provided scaffoldings to students since I value their success in education. * I discussed with my coaching teacher how to deliver and improve my lesson, showing my intention to keep learning and attempts to improve my teaching practice. * **If this lesson is being observed, do you have a specific observation focus in mind** * I will try to manage both the literacy group and the listening group. I will make sure that the whole group can maintain their focus and excitement throughout the activity. * I will focus on providing scaffoldings to students that need it. |

List of items/pictures in the Mystery Bag

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| a | apple |
| b | bug |
| c | cow, cone, car |
| d | dog |
| e | egg |
| f | fan |
| g | giraffe, goat, grasshopper |
| h | hose, horse, hug |
| i | igloo |
| j | jeep |
| k | king |
| l | lamp, lion |
| m | monkey |
| n | nest |
| o | orange, ostrich |
| p | penguin |
| q | queen, quilt |
| r | rose |
| s | snake |
| t | tiger, ten (10) |
| u | unicorn, umbrella |
| v | vest |
| w | watermelon |
| x | xylophone |
| y | yoyo |
| z | zebra |