

**Candidate's name:**

Grade/Class/Subject:	Kindergarten/English Language Arts	School:	Thornhill Primary School
Date:	November 17, 2022	Allotted Time:	30 minutes (approx.)
Topic/Title:	Phonemic Awareness/CAFÉ: Rhyme Review, Beginning Word Sounds		

### 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.*

The lesson will begin with our beginning sound match for each other's names, singing "Who Stole the Cookie from the Cookie Jar" as a soft start for our Phonemic Awareness lesson. Then, we read the story 'Hey Diddle Diddle' three times through (as explained in lesson outline). Lastly, we will sit in a circle and practice our rhyme tower with blocks.

### 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.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Communication:</p> <ul style="list-style-type: none"> <li>Connecting and engaging with others in a respectful and inclusive manner as we share ideas and thoughts.</li> <li>Focusing on intent and purpose as we all strive to improve our phonemic awareness abilities.</li> <li>Acquiring and presenting information in a formative manner.</li> </ul> <p>Collaborating:</p> <ul style="list-style-type: none"> <li>Supporting group interactions.</li> <li>Determining common purposes – we are all working on our phonemic awareness and ability to recognize rhymes and beginning word sounds</li> </ul> <p>Critical and Reflective Thinking:</p> <ul style="list-style-type: none"> <li>Analyzing and critiquing information.</li> </ul> <p>Personal Awareness and Responsibility:</p> <ul style="list-style-type: none"> <li>Self-regulating – it can be tricky to manage our behavior in group settings but doing our best to be respectful of others and listen attentively to their thoughts. Monitor and respond appropriately to our emotions and controlling our reactions. Recognizing that learning new things takes patience and time.</li> </ul>

### 3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

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

<b>FPPL to be included in this lesson</b> (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
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<input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>Since this activity is done in a large group, students will be mindful on the rich experience of learning alongside their peers. We are fortunate to learn beside one another and share our ideas.</p> <p>Learning new things, such as phonemic awareness relating to rhyming and beginning word sounds takes patience and time. The students are encouraged to recognize that sometimes new things can feel challenging, but that they can try new things and persevere.</p>
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#### 4. BIG IDEAS

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

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>Language and story can be source of creativity and joy.</p> <p>Playing with language helps us discover how language works.</p>

#### 5. LEARNING STANDARDS/INTENTIONS

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

<b>Curricular Competencies:</b> <i>What are students expected to do?</i>	<b>Content:</b> <i>What are students expected to learn?</i>
<ul style="list-style-type: none"> <li>• Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>• Explore foundational concepts of print, oral, and visual texts</li> <li>• Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity, and community</li> <li>• Use language to identify, create, and share ideas, feelings, opinions, and preferences</li> </ul>	<p>Strategies and processes:</p> <ul style="list-style-type: none"> <li>• Oral language strategies</li> </ul> <p>Language features, structures, and conventions:</p> <ul style="list-style-type: none"> <li>• Phonemic and phonological awareness</li> <li>• The relationship between reading, writing, and oral language</li> </ul>

#### 6. ASSESSMENT PLAN

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

<i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? 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?</i>
<p>The students will be assessed formatively for this lesson, based on participation, listening skills, and effort throughout. Their summative assessment will take place in future lessons, as they demonstrate rhyming and beginning word sound decoding in one-on-one evaluations.</p>

## 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.*

Verbal support will be given to students who need prompts throughout each of the tasks. Students are at varying levels with their rhyming abilities and may require different support as needed, such as review of what has been already said by other students, hints at beginning word sounds, etc.

Body breaks will be given as needed to allow students to re-focus themselves and participate to the best of their ability in the activity.

If our student with visual impairment is present for this lesson, he will be encouraged to sit at his table and use his Acrobat technology to view what I am doing with his zoom in/out camera (that he can work independently). If he would like to come and sit at the group spot, he is more than welcome to do so, and I will ensure that he has the opportunity to view all of my materials closely. His EA support will be present to assist him as needed.

**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.*

The teacher will have the book 'Hey Diddle Diddle' ready, as well as the building blocks for Rhyme Towers.

## 8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does ( <i>learning activities to target learning intentions</i> )	Pacing
<b>OPENING:</b> <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>	The teacher will ask the students to meet at the 'group spot'. Students are encouraged to sit criss cross with hands in their lap to show that they are ready to learn. To ease into the lesson, we will sing the song "Who Stole the Cookie from the Cookie Jar", starting with the teacher, and emphasizing the first sound of our classmates' names. This is important for practicing the beginning sounds of words for our phonemic awareness. Students are expected to each participate, and support will be given by the teacher as needed, ensuring that everyone gets a turn and practicing saying the first sound of the name that they are calling.	5 mins. (approx.)

<b>BODY:</b> <ul style="list-style-type: none"> <li>• <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i></li> <li>• <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></li> <li>• <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i></li> <li>• <i>Can include transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i></li> </ul>	<p><b>#1:</b> The teacher will read the class the story “Hey Diddle Diddle” three times through. The first time, the teacher will read aloud, placing emphasis on the last word of every line to demonstrate rhyming. The second time, the teacher will ask the students to repeat the rhyme out loud as a class, following each line of text. The third time through, the teacher will pause before the last word of each line and encourage the class to share what the missing word is to complete our rhymes. This will reinforce their recognition of the rhyming sounds.</p> <p><b>#2:</b> The teacher will ask the class to form a circle, sitting down. The teacher will grab the building blocks and say a word that each student in the class will try to rhyme with. The teacher will then give a visual/verbal example of what is expected, take a block, and place it in the middle of the circle start building our Rhyme Tower. The teacher will facilitate the rhyme game to continue around the circle, as each student will get a turn to try (and will be supported to find success). Once the student answers with a rhyme, they will get a block to add to the tower. Any rhyme is accepted, even if it is a made-up word, as we are just encouraging the students to listen for middle and ending sounds in words. When the tower finally tumbles over, a new rhyme word will be given to continue.</p>	<p>10 minutes</p> <p>15 minutes</p>
<b>CLOSING:</b> <ul style="list-style-type: none"> <li>• <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i></li> <li>• <i>review or summary if applicable</i></li> <li>• <i>anticipate what’s next in learning</i></li> <li>• <i>“housekeeping” items (e.g. due dates, next day requirements)</i></li> </ul>	<p>Exit Ticket: The teacher will ask each specific student to answer for a letter of the alphabet and the whole class will be practicing their alphabet sounds with actions. When the student gets it right, they will be dismissed to Centers.</p>	<p>5 minutes</p>

## 9. REFLECTION (anticipate if possible)

<ul style="list-style-type: none"> <li>• <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i></li> <li>• <i>What went well in the lesson (reflection <u>on</u> learning)?</i></li> <li>• <i>What would you revise if you taught the lesson again?</i></li> <li>• <i>How do the lesson and learners inform you about necessary next steps?</i></li> <li>• <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i></li> <li>• <i>If this lesson is being observed, do you have a specific observation focus in mind?</i></li> </ul>
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Pre-Conference:

- student behaviours throughout
- being mindful of students who may need help/support throughout the lesson
- integrating a body break if needed