

Lesson Plan: Jolly Phonics Bb

Subject/Grade: Language Arts Grade 1/2

Lesson Title: Letter Bb

Teacher: Ms. Flunder

Stage 1: Identify Desired Results

Outcome(s)/ Indicator(s):

***Kindergarten outcome/ indicators because students are behind grade level**

CCK.4

Create messages using a combination of pictures, symbols, and letters.

- a) Experiment with drawing, scribbling, letters, and temporary spelling to convey ideas.
- c) Use language cues and conventions to construct and communicate meaning when "writing":
 - use and apply the different functions of language (pragmatic)
 - tell or dramatize stories using own words and appropriate gestures (textual)
 - use different sentence patterns (syntactic)
 - manipulate sounds and words in shared, guided, and independent activities (lexical/semantic)
 - explore sounds and rhymes (graphophonic)
 - use various tools and techniques to represent ideas (other cues and conventions).
- d) Attempt to copy letters or words from the environment (e.g., books, chart paper poems, word wall, name cards, public signs) to express ideas or understanding.

AR1.1

Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.

- a) Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions.
- b) Co-reflect on viewing, listening, reading, speaking, writing, and other forms of representing to identify strengths and to discuss attributes of, and strategies used by, good viewers, listeners, readers, representers, speakers, and writers.
- c) Seek feedback from peers, teacher, and others.

****Student will be able to identify the letter Bb, the sound and will be able to write the letter.**

Key Understandings: ('I Can' statements)

I can identify the letter.

I can identify the sound of the letter.

I can circle pictures that start or have the letter.

I can write the letter.

Essential Questions:

What letter is this?

What sound does it make?

Can you do the action?

Can we have our magic fingers in the air and write our letter?

Prerequisite Learning:

Students will not need any previous knowledge, they may already know the letter. Students should know how to hold a pencil.

Instructional Strategies:

Provide opportunities for student practice

Learner-centered methods

The discussion method

Games- playdough and wooden letters

Exercises

Stage 2: Determine Evidence for Assessing Learning

Students will be assessed on their letter knowledge during their jolly phonics booklet and reading with a teacher.

Stage 3: Build Learning Plan

<p>Set (Engagement):</p> <p>To start doing activity on the smartboard filling in the letters of the picture. Work with students to listen for the letter sounds, and ask students to write letters under the picture.</p> <p>Length of Time: 5 mins</p>	<p>Materials/Resources:</p> <p>Smartboard activities</p> <p>Pencils</p> <p>Wooden letters</p> <p>Playdough</p>
<p>Development:</p> <p>As a group do jolly phonics SmartBoard lessons. Review: Print letters, letter names & sounds</p> <p>Jolly phonics download on computer:</p> <p>Today we will be learning this letter Bb, To start lets remember to turn our listening ears on and have quiet bodies. Students will be asked what letter is on the board (Tell students to use their quiet hands to answer).</p> <p>~Click next slide: Play story about the letter B and then play B song (about how the letter sounds).</p> <p>After ask students to raise their hands if they see any pictures that start with letter B, calling students one at a time to come circle a picture that starts with B.</p> <p>*Make sure to announce every picture to the group, and pronunciation the B a lot.</p> <p>~Next page: Lets take out our imaginary pens! Put our right pointer finger in the air. Lets make an B together. (Fill in u on the board and then make it in the air with the students).</p> <p>~Next page: Ask students one at a time to trace B on the board</p> <p>~Next page: Do these pictures start with a B sound? Calling students up one at a time ask them to put an B under a picture that starts with B sound.</p> <p>~Next page: Talk about how there is an upper case B and a lower case B. Point to the word wall to help explain. First show students how to write upper case; ask students to follow along with their magic writing finger. Then show students how to write lower case; again ask students to follow along with their magic writing finger. (Make lines to write on- Top and bottom solid line with dotted line in the middle like a lined piece of paper.</p> <p>~Next page: Ask a couple students to practice B on the board again (focus on the students who need help)</p> <p>Time: 30 mins</p>	<p>Possible Adaptations:</p> <p>Different manipulatives/ loose parts</p> <p>Differentiation:</p> <p>Fidget spinners</p> <p>No time limit for smartboard activities</p> <p>Movement breaks</p> <p>Management</p> <p>Strategies:</p> <p>Eyes on me</p> <p>Rules of the classroom</p> <p>Quiet bodies</p> <p>Calling students up who are losing focus</p>
<p>Learning Closure:</p> <p>Lit Centres: *A teacher will be at word work/ jolly phonics and guided reading</p> <p>Guided Reading</p> <p>time: 45 mins</p>	

Play & Exploration (Making I with wooden blocks)
Ipad<Sight Words
Word Work/ Jolly Phonics
*Students are already split into premade groupings

Safety Considerations:

Use hand sanitizer to limit contact between students and smartboard

Stage 4: Reflection