

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

Unit Title: <u>Literacy Work</u>	Number of Lessons: <u>15</u>	Time (in weeks): <u>6</u>
Name: <u>Melissa Green</u>	Subject(s): <u>English Language Arts</u>	Grade(s): <u>Kindergarten</u>

Rationale

This unit is important as it covers letters M through P and provides time for students to learn sounds, words, and printing connected to the letter of the week. A strong foundation in letter recognition and printing is essential for student success in future literacy work.

Overview:

This unit follows an established classroom routine for literacy work including printing, letter workbook (students add letter and picture for each letter of the alphabet), song, games, sound and letter recognition. In the middle of this unit are three “review” lessons/celebration lessons for letters A-M. These may change based on areas students need to spend more time but currently are planned to include printing practice, literacy centres, and group games.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> • <i>Communicating</i> Students will be invited to share with the group for various parts of most lessons (ie: printing, finding letters, sound recognition, etc) • <i>Collaborating</i> Through this unit students will connect and engage with one another through group and partner work. 	<ul style="list-style-type: none"> • <i>Critical and Reflective Thinking</i> Students will be invited to analyze and question at various times. Does this work begin with letter X? Does that sound like letter X? Do these letters go together? Students also will be asked to “circle their best” letter in printing exercises which will invite them to reflect and consider. 	<ul style="list-style-type: none"> • <i>Personal Awareness and Responsibility</i> Students will be expected to be aware of, and regulate, their behaviour during class discussions and during work periods. As this is Kindergarten, this will continue to be modeled and reviewed through the unit and indeed, through the school year.

BIG IDEAS

(multiple subject areas for integrated unit)

English Language Arts
Playing with language helps us discover how language works.

LEARNING STANDARDS

Curricular Competencies	Content
CC1: Use sources of information and prior knowledge to make meaning. CC2: Use developmentally appropriate reading, listening, and viewing strategies to make meaning. CC8: Exchange ideas and perspectives to build shared understanding	C7: Concepts of print C8: Letter knowledge C10: Letter formation

Prerequisite Concepts and Skills:

- Students have an understanding of the weekly letter work
- Students can cut and glue independently.

Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> • Magnets for letter on the board • Mm items for letter tray • Mm alphabet jive • Mm scholastic book • uppercase M for letter workbook • sentence for letter workbook
Lesson 2	<ul style="list-style-type: none"> • Magnets for letter on the board • Mm items for letter tray • Mm alphabet jive • Mm printing worksheet
Lesson 3	<ul style="list-style-type: none"> • Names for pocket chart • Alphabet jive • Colouring page for the letter of the week • Sentence strip
Lesson 4	<ul style="list-style-type: none"> • Alphabet jive • Printing practice worksheets
Lesson 5	<ul style="list-style-type: none"> • Book: Chicka, Chicka, Boom, Boom!, • Whiteboard pens • “I have, who has” cards
Lesson 6	<ul style="list-style-type: none"> • Learning centre supplies • Bingo supplies
Lesson 7	<ul style="list-style-type: none"> • Magnets for letter on the board • Nn items for letter tray • Nn alphabet jive • Nn scholastic book • uppercase N for letter workbook • sentence for letter workbook
Lesson 8	<ul style="list-style-type: none"> • Magnets for letter on the board • Nn items for letter tray • Nn alphabet jive • Nn printing worksheet
Lesson 9	<ul style="list-style-type: none"> • Names for pocket chart • Alphabet jive • Colouring page for the letter of the week • Sentence strip
Lesson 10	<ul style="list-style-type: none"> • Magnets for letter on the board • Oo items for letter tray • Oo alphabet jive • Oo scholastic book • uppercase O for letter workbook • sentence for letter workbook
Lesson 11	<ul style="list-style-type: none"> • Magnets for letter on the board • Oo items for letter tray • Oo alphabet jive • Oo printing worksheet

Lesson 12	<ul style="list-style-type: none"> Names for pocket chart Alphabet jive Colouring page for the letter of the week Sentence strip
Lesson 13	<ul style="list-style-type: none"> Magnets for letter on the board Pp items for letter tray Pp alphabet jive Pp scholastic book uppercase P for letter workbook sentence for letter workbook
Lesson 14	<ul style="list-style-type: none"> Magnets for letter on the board Pp items for letter tray Pp alphabet jive Pp printing worksheet
Lesson 15	<ul style="list-style-type: none"> Names for pocket chart Alphabet jive Colouring page for the letter of the week Sentence strip

Cross-Curricular Connections:

N/A

Aboriginal Connections/ First Peoples Principles of Learning:

N/A

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	Letter “Mm” (40 minutes – Monday, February 1, 2021)
Learning Standards: Curricular Competencies	CC1, CC2, CC8
Learning Standards: Content	C7, C8, C10
Instructional Objectives	<p>TSWBAT repeat the sound of the letter and words that begin with the letter.</p> <p>TSWBAT participate in the alphabet jive and touch their nose when they hear the sound in the story.</p> <p>TSWBAT colour, cut, and glue the uppercase letter and accompanying sentence into their letter workbooks.</p>
Assessment:	<p>Formative <i>as</i> learning</p> <p>What: Students will repeat letter sounds and words, participate in the alphabet jive, and touch their nose when they hear the sound during the story.</p> <p>How: Students will be becoming familiar with the letter and sound through interactive exploration and practice through listening and speaking.</p> <p>Formative <i>as</i> learning</p> <p>What: Students will “colour, cut, and glue” the uppercase letter and sentence into their letter workbooks.</p> <p>How: Students will spend time engaging with the uppercase letter through colouring and/or drawing picture of items that begin with the letter.</p>
Teaching Strategies:	Prayer, repeating, alphabet jive, letter tray, letter book with listening prompt, letter workbooks.
Materials:	Magnets for letter on the board, Mm items for letter tray, Mm alphabet jive, Mm scholastic book, uppercase M for letter workbook, sentence for letter workbook

Lesson Activities:	
Introduction/Hook:	Morning Prayer: Students share prayer requests. One or two students can pray out loud followed by the teacher praying.
Body:	<p>Intro to the letter Mm: Show the letter Mm that is on the white board. Talk about the pictures of things that begin with Mm that are on the white board, students repeat chorally. Does anyone know of anything else that begins with the letter Mm? Maybe say a few words, have students show with a thumb up, thumb down, thumb sideways whether it begins with the letter Mm.</p> <p>Show how to make the uppercase and lowercase Mm with the magnets on the board. Write it on the board.</p> <p>Sing the alphabet jive for Mm: M says m M says m Marshmallow, marshmallow m – m – m</p> <p>Introduce the items on the letter tray. Hold them up and have students repeat the word.</p> <p>Read the letter book (Scholastic book) for the letter Mm. As the book is read, students can touch their nose when they hear the letter Mm sound.</p>
Closure:	Students “colour, cut, and glue” the uppercase M into their letter workbooks, the accompanying sentence goes above the letter in their books. Ask students to use their best lasagna colouring or draw pictures of items that begin with the letter. As students finish they are welcome to go to the discovery table or explore the letter tray.

Lesson 2

Name & Time (Minutes Allotted):	Letter “Mm” Printing (35 minutes – Wednesday, February 3, 2021)
Learning Standards: Curricular Competencies	CC1, CC2
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT practice printing on the white boards TSWBAT complete the printing worksheet
Assessment:	<p>Formative <i>for</i> learning What: Whiteboard printing How: Teacher will be able to see the progress of printing, provide corrections, and ongoing practice.</p> <p>Summative <i>of</i> learning What: Printing worksheet How: Teacher will review completed worksheet and also observe and interact with students as they are completing it.</p>
Teaching Strategies:	Song, game, repetition, independent white board work, printing worksheet
Materials:	Magnets for letter on the board, Mm items for letter tray, Mm alphabet jive, Mm printing worksheet
Lesson Activities:	
Introduction/Hook:	Sing the alphabet jive for Mm M says m M says m Marshmallow, marshmallow m – m – m
Body:	<i>*review from Monday*</i>

	<p>Show the students the letter Mm on the white board and talk about the pictures and the sound the letter makes.</p> <p>Review the items on the letter tray and have students repeat the items.</p> <p>Play the letter tray game: Students sit around the edge of the carpet. Walk around with tray as students take a picture with their eyes. Eyes closed, student chooses an item. Eyes open students raise hand if they think they know what is missing; the student who guesses takes the next item.</p> <p>Show the students how to write the letter Mm. Make the letter using the magnets and write the letter on the board.</p> <p>On individual white boards have students practice writing the letter Mm at the carpet. Students can transition to drawing pictures of things that start with the letter Mm. 4-5 minutes.</p> <p>Students complete both sides of the letter Mm printing page. Trace the black letter and then print their own. When they are done they circle what they think is their best uppercase and lowercase Mm. A teacher checks their work and then they place it in their yellow printing duotang.</p>
Closure:	Students choose a math or literacy centre once they are done their printing page.

Lesson 3

Name & Time (Minutes Allotted):	Letter “Mm” Review (Thursday, February 4, 2021)
Learning Standards: Curricular Competencies	CC1, CC2, CC8
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT share whether their name has the letter of the week in it. TSWBAT colour and glue the image connected to the letter of the week in their Word Work Book.
Assessment:	<p>Summative <i>of</i> learning What: “Is the letter of the week in your name?” How: Teacher will see whether the student can share if the letter of the week is in their name or not.</p> <p>Formative <i>as</i> learning What: Colouring page for the letter of the week. How: Student will complete the colouring of the image connected to the letter of the week and glue it in their Word Work Book. Students will make connections to items that begin with the letter of the week.</p>
Teaching Strategies:	Alphabet jive, picture for word work book, letter review
Materials:	Names for pocket chart, alphabet jive, colouring page for the letter of the week, sentence strip
Lesson Activities:	
Introduction/Hook:	<p>*Depending on when in the day this is fitting in. Possibly begin with prayer. Students share prayer requests and one or two students can pray out loud for the group, teacher then concludes in prayer.</p> <p>OR Sing/say the alphabet jive together!</p>
Body:	<p>Review how to write the letter of the week.</p> <p>Take suggestions or words that begin with the letter of the week.</p> <p>Is the letter of the week in your name? Students are each given their nametag and when called upon place their nametag in the pocket chart under “yes” or “no”. Tally up the names, have a student write it on the board below the pocket chart.</p> <p>Students colour the image connected to the letter of the week using their best</p>

	lasagna colouring. This is glued in their Word Work Book with the accompanying sentence at the top.
Closure:	Students choose a literacy centre.

Lesson 4

Name & Time (Minutes Allotted):	REVIEW Monday, February 8 (40 min + learning centres)
Learning Standards: Curricular Competencies	CC1, CC2, CC8
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT do their best printing on the printing worksheet.
Assessment:	Summative <i>of</i> learning What: Printing practice worksheets How: Teacher will review as a summative form of student printing.
Teaching Strategies:	Song, worksheet
Materials:	Alphabet jive, printing practice worksheets
Lesson Activities:	
Introduction/Hook:	Sing alphabet jives for A-M.
Body:	Printing Practice: Students complete the printing practice page for A-M (Quick finishers: find a word in the classroom for letters A-M or draw a picture with an item for each letter A-M)
Closure:	Students choose a literacy station.

Lesson 5

Name & Time (Minutes Allotted):	REVIEW Wednesday, February 10
Learning Standards: Curricular Competencies	CC1, CC2, CC8
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT write the letters A-M (or further) on their whiteboard space.
Assessment:	Formative <i>for</i> learning What: ABC whiteboard write How: Teacher will observe, review, and take a photo as a reflection of where each student is at and where more time needs to be spent.
Teaching Strategies:	Story, game, vertical board work
Materials:	Book: Chicka, Chicka, Boom, Boom!, whiteboard pens, "I have, who has" cards
Lesson Activities:	
Introduction/Hook:	Read: Chicka, Chicka, Boom Boom! By Bill Martin Jr.
Body:	Whiteboard printing practice: students are given a spot at the white board to write the alphabet out using their best printing.
Closure:	Play "I have, who has" alphabet game.

Lesson 6

Name & Time (Minutes Allotted):	REVIEW Wednesday, February 17
Learning Standards: Curricular Competencies	CC1, CC2, CC8
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT participate in alphabet bingo. TSWBAT participate in learning centres

Assessment:	Formative <i>for</i> learning What: Alphabet bingo and learning centres How: Teachers will look for fluency and consistency with sound and letter recognition through the group game and learning centres.
Teaching Strategies:	Group game, learning centres
Materials:	Learning centre supplies, bingo supplies
Lesson Activities:	
Introduction/Hook:	Alphabet Bingo
Body:	Learning Centres (unless previous two review lessons show gaps that need more time!) - upper/lowercase heart match cards - beginning letter sound sorting - letter match cards
Closure:	Brain break transition into next lesson/block.

Lesson 7

Name & Time (Minutes Allotted):	Letter “Nn” (40 minutes – Monday, February 22, 2021)
Learning Standards: Curricular Competencies	CC1, CC2, CC8
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT repeat the sound of the letter and words that begin with the letter. TSWBAT participate in the alphabet jive and touch their nose when they hear the sound in the story. TSWBAT colour, cut, and glue the uppercase letter and accompanying sentence into their letter workbooks.
Assessment:	Formative <i>as</i> learning What: Students will repeat letter sounds and words, participate in the alphabet jive, and touch their nose when they hear the sound during the story. How: Students will be becoming familiar with the letter and sound through interactive exploration and practice through listening and speaking. Formative <i>as</i> learning What: Students will “colour, cut, and glue” the uppercase letter and sentence into their letter workbooks. How: Students will spend time engaging with the uppercase letter through colouring and/or drawing picture of items that begin with the letter.
Teaching Strategies:	Prayer, repeating, alphabet jive, letter tray, letter book with listening prompt, letter workbooks.
Materials:	Magnets for letter on the board, Nn items for letter tray, Nn alphabet jive, Nn scholastic book, uppercase N for letter workbook, sentence for letter workbook
Lesson Activities:	
Introduction/Hook:	Morning Prayer: Students share prayer requests. One or two students can pray out loud followed by the teacher praying.
Body:	Intro to the letter Nn: Show the letter Nn that is on the white board. Talk about the pictures of things that begin with Nn that are on the white board, students repeat chorally. Does anyone know of anything else that begins with the letter Nn? Maybe say a few words, have students show with a thumb up, thumb down, thumb sideways whether it begins with the letter Nn. Show how to make the uppercase and lowercase Nn with the magnets on the board. Write it on the board. Sing the alphabet jive for Nn:

	<p>N says n N says n No! Never!, No! Never! n – n – n</p> <p>Introduce the items on the letter tray. Hold them up and have students repeat the word.</p> <p>Read the letter book (Scholastic book) for the letter Nn. As the book is read, students can touch their nose when they hear the letter Nn sound.</p>
Closure:	<p>Students “colour, cut, and glue” the uppercase N into their letter workbooks, the accompanying sentence goes above the letter in their books. Ask students to use their best lasagna colouring or draw pictures of items that begin with the letter. As students finish they are welcome to go to the discovery table or explore the letter tray.</p>

Lesson 8

Name & Time (Minutes Allotted):	Letter “Nn” Printing (35 minutes – Wednesday, February 23, 2021)
Learning Standards: Curricular Competencies	CC1, CC2
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT practice printing on the white boards TSWBAT complete the printing worksheet
Assessment:	<p>Formative <i>for</i> learning What: Whiteboard printing How: Teacher will be able to see the progress of printing, provide corrections, and ongoing practice.</p> <p>Summative <i>of</i> learning What: Printing worksheet How: Teacher will review completed worksheet and also observe and interact with students as they are completing it.</p>
Teaching Strategies:	Song, game, repetition, independent white board work, printing worksheet
Materials:	Magnets for letter on the board, Nn items for letter tray, Nn alphabet jive, Nn printing worksheet
Lesson Activities:	
Introduction/Hook:	<p>Sing the alphabet jive for Nn N says n N says n No! Never!, No! Never! n – n – n</p>
Body:	<p><i>*review from Monday*</i></p> <p>Show the students the letter Nn on the white board and talk about the pictures and the sound the letter makes.</p> <p>Review the items on the letter tray and have students repeat the items.</p> <p>Play the letter tray game: Students sit around the edge of the carpet. Walk around with tray as students take a picture with their eyes. Eyes closed, student chooses an item. Eyes open students raise hand if they think they know what is missing; the student who guesses takes the next item.</p> <p>Show the students how to write the letter Nn. Make the letter using the magnets and write the letter on the board.</p> <p>On individual white boards have students practice writing the letter Nn at the carpet. Students can transition to drawing pictures of things that start with</p>

	the letter Nn. 4-5 minutes. Students complete both sides of the letter Mm printing page. Trace the black letter and then print their own. When they are done they circle what they think is their best uppercase and lowercase Nn. A teacher checks their work and then they place it in their yellow printing duotang.
Closure:	Students choose a math or literacy centre once they are done their printing page.

Lesson 9

Name & Time (Minutes Allotted):	Letter “Nn” Review (Thursday, February 24, 2021)
Learning Standards: Curricular Competencies	CC1, CC2, CC8
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT share whether their name has the letter of the week in it. TSWBAT colour and glue the image connected to the letter of the week in their Word Work Book.
Assessment:	Summative <i>of</i> learning What: “Is the letter of the week in your name?” How: Teacher will see whether the student can share if the letter of the week is in their name or not. Formative <i>as</i> learning What: Colouring page for the letter of the week. How: Student will complete the colouring of the image connected to the letter of the week and glue it in their Word Work Book. Students will make connections to items that begin with the letter of the week.
Teaching Strategies:	Alphabet jive, picture for word work book, letter review
Materials:	Names for pocket chart, alphabet jive, colouring page for the letter of the week, sentence strip
Lesson Activities:	
Introduction/Hook:	*Depending on when in the day this is fitting in. Possibly begin with prayer. Students share prayer requests and one or two students can pray out loud for the group, teacher then concludes in prayer. OR Sing/say the alphabet jive together!
Body:	Review how to write the letter of the week. Take suggestions or words that begin with the letter of the week. Is the letter of the week in your name? Students are each given their nametag and when called upon place their nametag in the pocket chart under “yes” or “no”. Tally up the names, have a student write it on the board below the pocket chart. Students colour the image connected to the letter of the week using their best lasagna colouring. This is glued in their Word Work Book with the accompanying sentence at the top.
Closure:	Students choose a literacy centre.

Lesson 10

Name & Time (Minutes Allotted):	Letter “Oo” (40 minutes – Monday, March 1, 2021)
Learning Standards: Curricular Competencies	CC1, CC2, CC8
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT repeat the sound of the letter and words that begin with the letter.

	TSWBAT participate in the alphabet jive and touch their nose when they hear the sound in the story. TSWBAT colour, cut, and glue the uppercase letter and accompanying sentence into their letter workbooks.
Assessment:	Formative <i>as</i> learning What: Students will repeat letter sounds and words, participate in the alphabet jive, and touch their nose when they hear the sound during the story. How: Students will be becoming familiar with the letter and sound through interactive exploration and practice through listening and speaking. Formative <i>as</i> learning What: Students will “colour, cut, and glue” the uppercase letter and sentence into their letter workbooks. How: Students will spend time engaging with the uppercase letter through colouring and/or drawing picture of items that begin with the letter.
Teaching Strategies:	Prayer, repeating, alphabet jive, letter tray, letter book with listening prompt, letter workbooks.
Materials:	Magnets for letter on the board, Oo items for letter tray, Oo alphabet jive, Oo scholastic book, uppercase O for letter workbook, sentence for letter workbook
Lesson Activities:	
Introduction/Hook:	Morning Prayer: Students share prayer requests. One or two students can pray out loud followed by the teacher praying.
Body:	Intro to the letter Oo: Show the letter Oo that is on the white board. Talk about the pictures of things that begin with Oo that are on the white board, students repeat chorally. Does anyone know of anything else that begins with the letter Oo? Maybe say a few words, have students show with a thumb up, thumb down, thumb sideways whether it begins with the letter Oo. Show how to make the uppercase and lowercase Oo with the magnets on the board. Write it on the board. Sing the alphabet jive for Oo: O says o O says o Octopus, octopus o – o – o Introduce the items on the letter tray. Hold them up and have students repeat the word. Read the letter book (Scholastic book) for the letter Oo. As the book is read, students can touch their nose when they hear the letter Oo sound.
Closure:	Students “colour, cut, and glue” the uppercase O into their letter workbooks, the accompanying sentence goes above the letter in their books. Ask students to use their best lasagna colouring or draw pictures of items that begin with the letter. As students finish they are welcome to go to the discovery table or explore the letter tray.

Lesson 11

Name & Time (Minutes Allotted):	Letter “Oo” Printing (35 minutes – Wednesday, March 3, 2021)
Learning Standards: Curricular Competencies	CC1, CC2
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT practice printing on the white boards TSWBAT complete the printing worksheet

Assessment:	Formative <i>for</i> learning What: Whiteboard printing How: Teacher will be able to see the progress of printing, provide corrections, and ongoing practice.
	Summative <i>of</i> learning What: Printing worksheet How: Teacher will review completed worksheet and also observe and interact with students as they are completing it.
Teaching Strategies:	Song, game, repetition, independent white board work, printing worksheet
Materials:	Magnets for letter on the board, Oo items for letter tray, Oo alphabet jive, Oo printing worksheet
Lesson Activities:	
Introduction/Hook:	Sing the alphabet jive for Oo O says o O says o Octopus, octopus o – o – o
Body:	<i>*review from Monday*</i> Show the students the letter Oo on the white board and talk about the pictures and the sound the letter makes. Review the items on the letter tray and have students repeat the items. Play the letter tray game: Students sit around the edge of the carpet. Walk around with tray as students take a picture with their eyes. Eyes closed, student chooses an item. Eyes open students raise hand if they think they know what is missing; the student who guesses takes the next item. Show the students how to write the letter Oo. Make the letter using the magnets and write the letter on the board. On individual white boards have students practice writing the letter Oo at the carpet. Students can transition to drawing pictures of things that start with the letter Oo. 4-5 minutes. Students complete both sides of the letter Mm printing page. Trace the black letter and then print their own. When they are done they circle what they think is their best uppercase and lowercase Oo. A teacher checks their work and then they place it in their yellow printing duotang.
Closure:	Students choose a math or literacy centre once they are done their printing page.

Lesson 12

Name & Time (Minutes Allotted):	Letter “Oo” Review (Thursday, March 4, 2021)
Learning Standards: Curricular Competencies	CC1, CC2, CC8
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT share whether their name has the letter of the week in it. TSWBAT colour and glue the image connected to the letter of the week in their Word Work Book.
Assessment:	Summative <i>of</i> learning What: “Is the letter of the week in your name?” How: Teacher will see whether the student can share if the letter of the week is in their name or not. Formative <i>as</i> learning

	<p>What: Colouring page for the letter of the week.</p> <p>How: Student will complete the colouring of the image connected to the letter of the week and glue it in their Word Work Book. Students will make connections to items that begin with the letter of the week.</p>
Teaching Strategies:	Alphabet jive, picture for word work book, letter review
Materials:	Names for pocket chart, alphabet jive, colouring page for the letter of the week, sentence strip
Lesson Activities:	
Introduction/Hook:	<p>*Depending on when in the day this is fitting in.</p> <p>Possibly begin with prayer. Students share prayer requests and one or two students can pray out loud for the group, teacher then concludes in prayer.</p> <p>OR Sing/say the alphabet jive together!</p>
Body:	<p>Review how to write the letter of the week.</p> <p>Take suggestions or words that begin with the letter of the week.</p> <p>Is the letter of the week in your name? Students are each given their nametag and when called upon place their nametag in the pocket chart under “yes” or “no”. Tally up the names, have a student write it on the board below the pocket chart.</p> <p>Students colour the image connected to the letter of the week using their best lasagna colouring. This is glued in their Word Work Book with the accompanying sentence at the top.</p>
Closure:	Students choose a literacy centre.

Lesson 13

Name & Time (Minutes Allotted):	Letter “Pp” (40 minutes – Monday, March 8, 2021)
Learning Standards: Curricular Competencies	CC1, CC2, CC8
Learning Standards: Content	C7, C8, C10
Instructional Objectives	<p>TSWBAT repeat the sound of the letter and words that begin with the letter.</p> <p>TSWBAT participate in the alphabet jive and touch their nose when they hear the sound in the story.</p> <p>TSWBAT colour, cut, and glue the uppercase letter and accompanying sentence into their letter workbooks.</p>
Assessment:	<p>Formative <i>as</i> learning</p> <p>What: Students will repeat letter sounds and words, participate in the alphabet jive, and touch their nose when they hear the sound during the story.</p> <p>How: Students will be becoming familiar with the letter and sound through interactive exploration and practice through listening and speaking.</p> <p>Formative <i>as</i> learning</p> <p>What: Students will “colour, cut, and glue” the uppercase letter and sentence into their letter workbooks.</p> <p>How: Students will spend time engaging with the uppercase letter through colouring and/or drawing picture of items that begin with the letter.</p>
Teaching Strategies:	Prayer, repeating, alphabet jive, letter tray, letter book with listening prompt, letter workbooks.
Materials:	Magnets for letter on the board, Pp items for letter tray, Pp alphabet jive, Pp scholastic book, uppercase P for letter workbook, sentence for letter workbook
Lesson Activities:	
Introduction/Hook:	Morning Prayer: Students share prayer requests. One or two students can pray out loud followed by the teacher praying.

Body:	<p>Intro to the letter Pp: Show the letter Pp that is on the white board. Talk about the pictures of things that begin with Pp that are on the white board, students repeat chorally. Does anyone know of anything else that begins with the letter Pp? Maybe say a few words, have students show with a thumb up, thumb down, thumb sideways whether it begins with the letter Pp.</p> <p>Show how to make the uppercase and lowercase Pp with the magnets on the board. Write it on the board.</p> <p>Sing the alphabet jive for Pp: P says p P says p Purple plum, purple plum p – p – p</p> <p>Introduce the items on the letter tray. Hold them up and have students repeat the word.</p> <p>Read the letter book (Scholastic book) for the letter Pp. As the book is read, students can touch their nose when they hear the letter Pp sound.</p>
Closure:	<p>Students “colour, cut, and glue” the uppercase P into their letter workbooks, the accompanying sentence goes above the letter in their books. Ask students to use their best lasagna colouring or draw pictures of items that begin with the letter. As students finish they are welcome to go to the discovery table or explore the letter tray.</p>

Lesson 14

Name & Time (Minutes Allotted):	Letter “Pp” Printing (35 minutes – Wednesday, March 1, 2021)
Learning Standards: Curricular Competencies	CC1, CC2
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT practice printing on the white boards TSWBAT complete the printing worksheet
Assessment:	<p>Formative <i>for</i> learning What: Whiteboard printing How: Teacher will be able to see the progress of printing, provide corrections, and ongoing practice.</p> <p>Summative <i>of</i> learning What: Printing worksheet How: Teacher will review completed worksheet and also observe and interact with students as they are completing it.</p>
Teaching Strategies:	Song, game, repetition, independent white board work, printing worksheet
Materials:	Magnets for letter on the board, Pp items for letter tray, Pp alphabet jive, Pp printing worksheet
Lesson Activities:	
Introduction/Hook:	<p>Sing the alphabet jive for Pp P says p P says p Purple plum, purple plum p – p – p</p>
Body:	<p><i>*review from Monday*</i></p> <p>Show the students the letter Pp on the white board and talk about the pictures and the sound the letter makes.</p> <p>Review the items on the letter tray and have students repeat the items.</p> <p>Play the letter tray game: Students sit around the edge of the carpet. Walk</p>

	<p>around with tray as students take a picture with their eyes. Eyes closed, student chooses an item. Eyes open students raise hand if they think they know what is missing; the student who guesses takes the next item.</p> <p>Show the students how to write the letter Pp. Make the letter using the magnets and write the letter on the board.</p> <p>On individual white boards have students practice writing the letter Pp at the carpet. Students can transition to drawing pictures of things that start with the letter Pp. 4-5 minutes.</p> <p>Students complete both sides of the letter Mm printing page. Trace the black letter and then print their own. When they are done they circle what they think is their best uppercase and lowercase Pp. A teacher checks their work and then they place it in their yellow printing duotang.</p>
Closure:	Students choose a math or literacy centre once they are done their printing page.

Lesson 15

Name & Time (Minutes Allotted):	Letter “Pp” Review (Thursday, March 11, 2021)
Learning Standards: Curricular Competencies	CC1, CC2, CC8
Learning Standards: Content	C7, C8, C10
Instructional Objectives	TSWBAT share whether their name has the letter of the week in it. TSWBAT colour and glue the image connected to the letter of the week in their Word Work Book.
Assessment:	<p>Summative <i>of</i> learning What: “Is the letter of the week in your name?” How: Teacher will see whether the student can share if the letter of the week is in their name or not.</p> <p>Formative <i>as</i> learning What: Colouring page for the letter of the week. How: Student will complete the colouring of the image connected to the letter of the week and glue it in their Word Work Book. Students will make connections to items that begin with the letter of the week.</p>
Teaching Strategies:	Alphabet jive, picture for word work book, letter review
Materials:	Names for pocket chart, alphabet jive, colouring page for the letter of the week, sentence strip
Lesson Activities:	
Introduction/Hook:	<p>*Depending on when in the day this is fitting in. Possibly begin with prayer. Students share prayer requests and one or two students can pray out loud for the group, teacher then concludes in prayer.</p> <p>OR Sing/say the alphabet jive together!</p>
Body:	<p>Review how to write the letter of the week. Take suggestions or words that begin with the letter of the week. Is the letter of the week in your name? Students are each given their nametag and when called upon place their nametag in the pocket chart under “yes” or “no”. Tally up the names, have a student write it on the board below the pocket chart. Students colour the image connected to the letter of the week using their best lasagna colouring. This is glued in their Word Work Book with the accompanying sentence at the top.</p>
Closure:	Students choose a literacy centre.

Resources:

Alphabet Jive
Handwriting Without Tears

Extensions to Unit:

This unit will be extended into upcoming letter learning!

Reflections and Revisions

N/A