

Date: October 31, 2001
Subject: Language Art

Student Teacher: Jessica Knowles
Grade: Kindergarten

The Letters are Lost

Grade Level: K

Unit: ABC

Objective: Students will be able to recognize letters of the alphabet and be able to identify an item that begins with a letter.

MI Content Standards and Benchmarks:

Content Standard 5.1: Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

Content Standard 9.2: Identify and categorize key ideas, concepts, and perspectives found in texts.

Content Standard 9.3: Draw conclusions based on their understanding of differing views presented in text.

Materials:

The Letters are lost by Lisa Campbell Ernst

Construction Paper

Markers

Crayons

Teaching: Anticipatory Set: Read the book to the class telling them to pay close attention to where the letters have gone.

During each letter be sure the students can recognize that each objects begins with that specific letter, such as *airplane begins with A.*

At the end of the story it says "Soon the blocks will begin to disappear once more. Can you guess where they might go?" This is where the discussion begins.

Discuss where each child thinks a letter might disappear to making sure the students understand that the places they disappear to correspond with that letter. Perhaps they might find the letter A in an apple tree this time.

Practice: Have students choose a letter on their own or even out of a hat, and have them create their own picture of where the lost letter is.

Evaluation: I then will discuss their papers out loud and evaluate their understanding



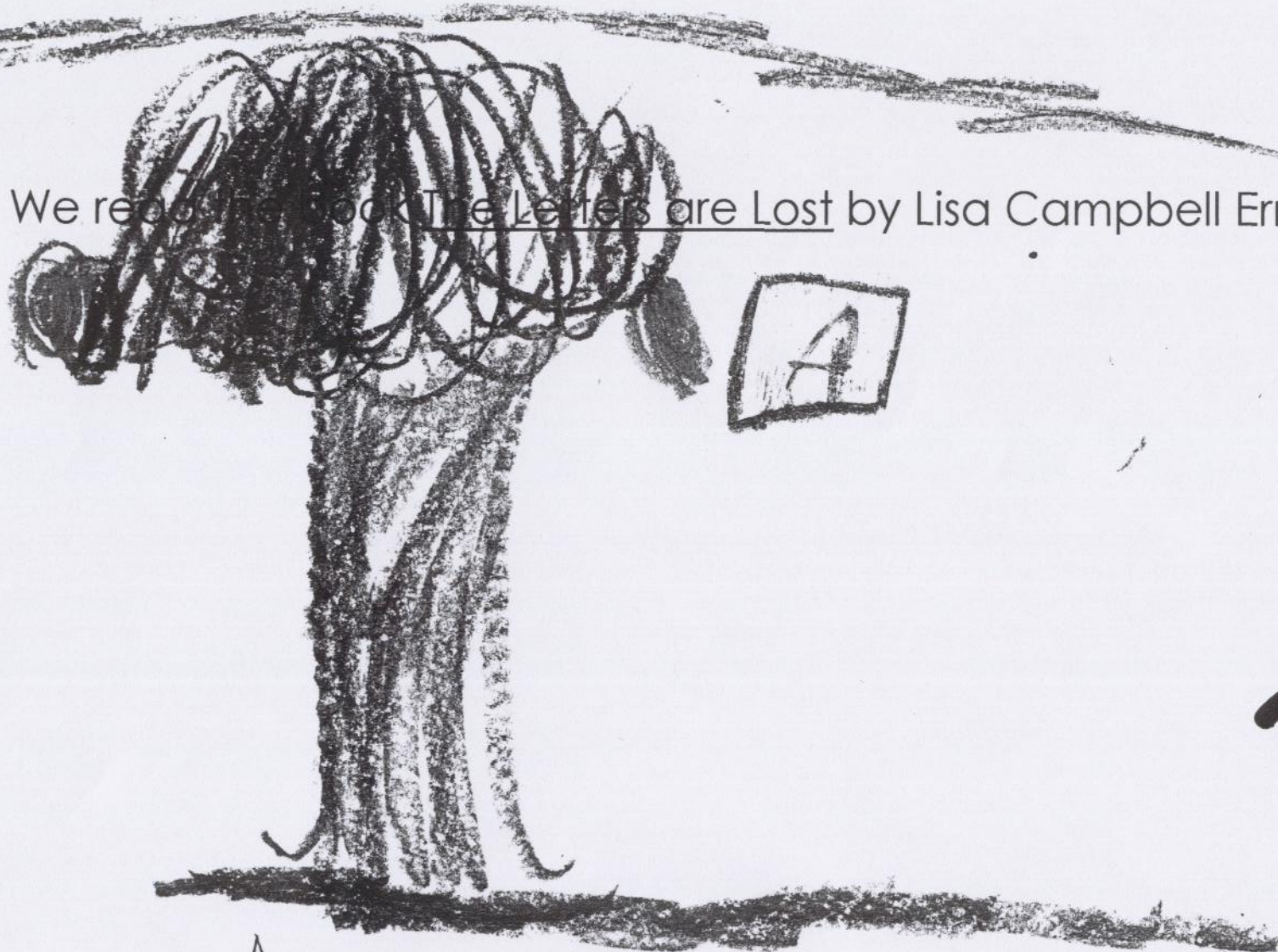
2001 NORTH ROAD ELEMENTARY SCHOOL 2002

DR. PETER VANCE, PRINCIPAL

MRS. T. IVERSON & MISS J. KNOWLES - KDG. ALL DAY

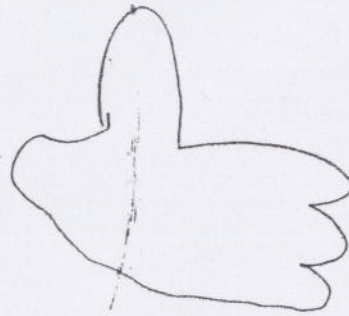
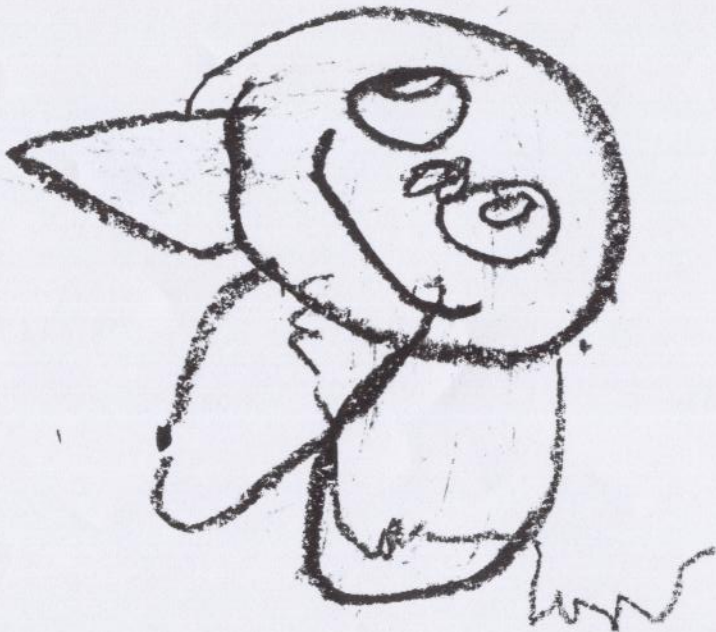
FRONT ROW: MRS. T. IVERSON, ELIZABETH CASH, JIMMY KRITZER, KYLE KENDRICK, KAITLYN KOSS, ADAM FULTON, COLLIN MESAROSH, CLOIE COSS, MISS J. KNOWLES **ROW 2:** ALEX FULTON, ALLISON SCHENK, AUTUMN MOULTON, GRIFFIN WILLWERTH, RACHEL ANDERSON, CHANCE FOSTER, EMILEE HEAPHY **ROW 3:** MADISON KAUTMAN, EMILY PASZTOR, SYDNE JEPSON, MITCHELL CRIPPS, CASSIDY ROURKE, KAYLA SWARTZ, JACK ANDERSEN **ABSENT:** CALEB ROZEN, WILLIAM KRITZER

We read the book The Letters are Lost by Lisa Campbell Ernst.



"The Letter A is lost Apple Tree,"
said Close.

We read the book The Letters are Lost by Lisa Campbell Ernst.



"The Letter D is lost behind a duck,"
- said KYLE.

We read the book The Letters are Lost by Lisa Campbell Ernst.

B



"The Letter B is lost behind a bear,"
said ALLISON.

We read the book The Letters are Lost by Lisa Campbell Ernst.

C



"The Letter C is lost behind a Cat"
said Emily.

The University of Michigan-Flint
STUDENT TEACHING LESSON OBSERVATION

Student Teacher Jessica Knowles Date 10-31-01

Supervising Teacher Trudy Iverson Subject Language Arts

School North Rd. - Fenton Grade K

Observation # 1 2 3 4 5 _____

Activity/Lesson Observed:

Recognizing the letters and known things that could be associated with them. The letters A, b, c, were used. Students listened to The Letters Are Lost. Discussion of a, b, c was followed. Directions were given for a worksheet and it was distributed using a quick check. Students drew objects that fit the letters. Then the names of drawn objects were written on the paper.

Comments: Students were working through opening activities. Jessica needed to remind several students about being attentive. The group became very interested when the poem they had learned was said aloud by whole group. The lesson began with Jessica reading The Letters Are Lost. This was interrupted to correct behavior of two boys. When the story resumed, the students settled into the book more. When the book ended, Jessica briefly reviewed the letters and the words associated with them that students volunteered. Jessica did well in the quick check evaluation by having students say an example in order to hand out the worksheet. The students settled right to work drawing pictures to fit their letters. When they finished the students had the teacher write the names of objects they had drawn, and the supervising teacher put a letter sticker on for each student's letter. As students finished they went to centers of their choice to play. It was a smooth transition and allowed Jessica to give individual help to the students ^{who} needed more ~~time~~. Centers included a magnetic alphabet letter sorting board, sand table, a housekeeping area, a block building area, a pasta sorting center, paper clip chain center, puzzle area, computer station, and guessing board using visual toys. Two boys remained at their tables as discipline, but after a very few minutes were back out at the centers.

Student Teacher's signature J. Knowles Date 10-31-01

This signature indicates that the student has seen this summary. It does not imply that the student teacher approves of the substance of the contents.

White copy - student

Yellow copy-coordinator

Pink copy - file