

WIDA Lesson Plan Share Space

Template

Please fill out the lesson template below. Once completed, you can upload and share your lesson at: www.wida.us/lessons. Please note that the web page will ask you to enter some of the information in the first questions to make that information searchable in our Share Space. Please fill in as many fields as you can in order to provide the most useful information for fellow educators of ELLs.

Lesson Title: If You Give a Kindergartner a Cookie

Author: Erika Bell

Subject Area(s):

Subject Area(s)	
<input checked="" type="checkbox"/>	Standard 1: Social and Instructional Language
<input checked="" type="checkbox"/>	Standard 2: The Language of Language Arts
<input type="checkbox"/>	Standard 3: The Language of Mathematics
<input type="checkbox"/>	Standard 4: The Language of Science
<input type="checkbox"/>	Standard 5: The language of Social Studies
<input type="checkbox"/>	The Language of Music and Performing Arts
<input type="checkbox"/>	The Language of Visual Arts
<input type="checkbox"/>	The Language of Technology and Engineering
<input type="checkbox"/>	The Language of Health and Physical Education
<input type="checkbox"/>	The Language of the Humanities
<input type="checkbox"/>	Other: _____

Topic: Identifying initial phonemes; sequencing

Grade Levels: K

Language Domain(s):

Language Domain(s)	
<input checked="" type="checkbox"/>	Speaking
<input checked="" type="checkbox"/>	Reading
<input type="checkbox"/>	Writing
<input checked="" type="checkbox"/>	Listening

Approximate Duration: 1 hour



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Content Standards: CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

Cognitive Function: The lesson is focused on early production/identification of letters and sounds; therefore, it is at the identification level of Bloom’s Taxonomy. (The lesson supported with multiple visuals and kinesthetic activities, as well a read-aloud that features a repetitive structure to allow all students multiple access points to the language of the story.)

Language Target: Identify/listen for initial phonemes; sequence words for retelling

Language Supports:

Sensory Support		Graphic Support		Interactive Support		
	Real-life objects (realia)		Charts	x	In pairs or partners	
x	Manipulatives		Number Lines	x	In triads or small groups	
x	Pictures & photographs		Tables	x	In whole group	
x	Illustrations & diagrams		Graphs		Using cooperative group structures	
	Magazines & newspapers		Timelines			
x	Physical activities		Graphic organizers: _____ _____ _____		Using the Internet or software programs	
	Videos & films					
	Broadcasts					In the native language
	Models & figures					
	Other: _____ _____ _____		Other: _____ _____ _____		With mentors	
					Other: _____ _____	

Description of supports: Picture cards of vocabulary/items in the story, cookie sheets with cookies that show letters (see photos at bottom of lesson plan), peer supports

Assessment and Feedback:

Content Assessment:

Students can hold up the correct cookie to identify the correct letter/sound at the beginning of a given word.

Language Assessment:

Students can hold up the correct cookie to identify the correct letter/sound at the beginning of a given word.

Context: Whole group or small group



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Lesson Description:

1. The teacher will introduce the content and language objectives for the lesson.
2. The teacher will introduce the new vocabulary words specific to the story.
 - **Comfortable**: when you feel nice and cozy
 - **Remind**: when someone makes you think of something you had forgotten
 - **Mustache**: hair that grows on a man's upper lip
 - **Fluff**: when you pat pillows to make them bigger
 - **Sign**: when you write your name on something to show it belongs to you or you made it
3. The teacher will read the story *If You Give a Mouse a Cookie* to students.
4. After reading the story, the teacher will ask students to retell important events in the story, specifically targeting what the mouse wanted at the beginning of the story, something he wanted in the middle of the story, and what he wanted at the end of the story.
5. The teacher will explain the following concept to students: "Sounds are very important in words. They help us to tell the difference between words and help us know how to spell a word. Today we will listen to the beginning sound in the words to find out which letter the words begin with. I will show you a picture of something from the story. You need to look at the picture and say the word to yourself. Listen for the beginning sound. When I give you my signal, say the sound you hear at the beginning of the word." The teacher will demonstrate this exercise.
6. The teacher will explain to students that they are moving to a new activity and will divide students into partner or triad groups. The teacher will distribute the cookie sheets with magnetic cookies and letters to each group. "We are going to review the beginning sounds again, only this time, you will find the letter that makes the sound you hear. When you find the letter that makes the sound you hear, hold that cookie up in the air." The teacher will demonstrate this exercise.
7. The teacher will review vocabulary with students and have them repeat a brief retell of the story using the previously identified beginning, middle, and end parts of the story.

Reflection: I find this lesson is very useful for formative assessment of initial phonemes and letters for students early in their English literacy development. It can be used for students just learning English in grades other than kindergarten as well because *If You Give a Mouse a Cookie* is an age-appropriate book for most all elementary school students. One thing that helps my students is reading the same story in Spanish before its initial reading in English. I have found this frontloading helps students with their vocabulary, especially during the retell portion of the lesson.

Photos/Images:



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