

Approx. Minutes	<p align="center">Kindergarten Unit 1, Lesson 1a Name Cheer - Conceptual Lesson - RF.K1d <i>Conceptual lessons are used to develop a clear understanding of a concept or idea.</i></p>
	<p>Essential Standard: RF.K1d 1. Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper and lowercase letters of the alphabet.</p>
5 Minutes	<p>Concept/Skill Review (CSR) Review that we can find letters on the sound spelling cards up on the classroom wall. All the letters put together in order is the alphabet. We can learn the order by singing alphabet songs. Sing an “ABC Song”- Point to the letters on the class sound spelling cards as the students sing them. Explicitly make the connection between the letter names in the song and the letters on the wall. Pay special attention to the letter names L-M-N-O-P as some students group them “lmnop”</p>
3 Minutes	<p>Lesson Opener <i>Note to teacher: This lesson is taught every day until all of your students have had a turn. The continuing b, c, and d are examples of how you can extend the content and keep the students engaged. It is up to you when you want to introduce the subsequent lessons. You might choose to switch to the lesson b format with your second student, or with the 6th student. Let your students be the guide as to when it is appropriate to introduce the new content to the lesson.</i></p> <p>Learning Intention</p> <ul style="list-style-type: none"> “Today we are going to learn about letters in names. Our names are words and words are made of letters. In kindergarten we learn about letters so that we can learn to read words.” <p>Success Criteria</p> <ul style="list-style-type: none"> Students will understand that names are words and words are made of letters. Students will understand that letters have special names and that words are made with letters in a particular order <p>Vocabulary</p> <ul style="list-style-type: none"> letters uppercase lowercase words
20 Minutes	<p>Instructional Input/Modeling</p> <ul style="list-style-type: none"> “We are going to celebrate our teacher helper of the day by doing a name cheer for them. Everyday we have a new teacher helper. Everyone will have a turn, so everyone will get a name cheer.” “Today Steven has been picked to be the teacher helper. Here is Steven’s name.” Show Steven’s name written on a sentence strip. “Steven’s name is a word. Look at this word. His name, which is a word is made of letters. What is his word made of?” Students chorally respond, “Letters.” Place his name in the pocket chart. <p>Check for Understanding</p> <ul style="list-style-type: none"> Observation - were students able to respond? If not repeat, “Steven’s name is a word. Look at this word. His name, which is a word is made of letters. What is his word made of?” <p>Structured Guided Practice</p> <ul style="list-style-type: none"> “We need to write his name again. Can you tell me the letters to write?” Refer to the model of Steven’s name in the pocket chart. “What letter does Steven’s name begin with?” S - “S” If students do not know what Steven’s name begins with, tell them. “Steven’s name begins with an uppercase ‘S’. A person’s name is a special word that starts with an uppercase letter. Sometimes uppercase letters are called big or capital letters.” Talk through where you begin when you write the letter and the movement pattern that occurs as you are writing an uppercase “S” on another piece of sentence strip. “Start at the top, over, around, curve.” Have the students place a finger in the air and trace the letter in the sky while repeating the movement pattern with you. It is important that you are consistent each time you describe the movement pattern of your letter writing. Point to the next letter of Steven’s name on the pocket chart. “What is the next letter?” S- “t” T- “The ‘t’ is lowercase. Some people call the lowercase letters the little letters. At school we call them the lowercase letters. Names usually start with an uppercase letter, then all the other letters are lowercase.” Continue this process for each letter, quickly focusing on attributes that distinguish the letter, while you write the letter and the students “sky write”. Once you have written the name together remind students that Steven’s name is a word and words are made of letters. Hold up the new name card “Here we wrote Steven’s name. Steven’s name is a word, and words are made of letters. Let’s count the number of letters in Steven’s name.” Point to the letters in Steven’s name, remind students, “As we count the letters we say one number word for each letter we point to.” Trim the sentence strip. “I’m going to cut before the word and after the end of the word. All the letters in between are

	<p>the letters that make Steven's name."</p> <ul style="list-style-type: none"> • "We're going to turn Steven's name into a puzzle. To do this we're going cut the letters apart. As I move the scissors, I want you to tell me when to cut. Put your fingers up like you have scissors too. Cut with your fingers when you say 'Cut'." Move the scissors along the sentence strip. If the students say, "Cut" in the correct space between the letters then cut. If they do not say, "Cut" in the correct place, question them, "Is this the right spot to cut the letters apart?" When the scissors are in the correct spot, cut. • When all the letters are cut apart, place them in a mixed up order on the pocket chart under the original name. Have Steven put his letters back in order to make his name. When he has completed his name ask him to check his work. <p>Check for Understanding</p> <ul style="list-style-type: none"> • Then ask the class, "Do you agree or disagree with the way Steven built his name?" Check to see what their response is using your class agree or disagree hand motions. • "Let's check" Show the students how to check the letter order of the puzzle against the original name model. Matching each letter. "S" point to first letter in model name, "S" point to the first letter of the puzzle name. "t" point to second letter in model name, "t" point to the second letter in the puzzle name. Continue until the name is completed.
<p>5 Minutes</p>	<p><u>Closure</u></p> <ul style="list-style-type: none"> • Have Steven mix up his name puzzle and choose a friend to come up and put it back together. The friend can have Steven help if they would like. Instruct the other students to watch what Steven and his helper are doing to decide if they agree or disagree. • When complete help Steven ask the class, "Do you agree or disagree with our letter order?" • Observe student responses. • "Let's check" Help Steven point to the letters of the model and the letters of the puzzle to check while students in the class say what the letters are. • Now we're ready to do Steven's name cheer. We're going to have Steven shout his letters and we are going to echo what he says. Echo means we say the same thing." "First, Steven is going to shout, 'Give me a S'." Have Steven shout, "Give me a 'S'." Students shout, "S". Help Steven shout all the letters of his name using the frame, "Give me a ___" with students echoing the letters. Provide the level of support that he needs. Some children will know all the letters in their name. Some children will need help. Whisper the name of the letters that they don't know to them. When his name is complete, have him shout "What's that spell?" Students shout, "Steven" while you are dragging the pointer under his name. Repeat two more times then have students clap and cheer. Leave both the original sentence strip with "Steven" on it and the puzzle up on the pocket chart for students to see during the day.