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Lesson Plan Title: Initial Sound and Letter Identification

Subject Area(s) Reading/Language Arts

Grade Level(s) Kindergarten

Objectives/Indicators

Objectives: The students will be able to listen and follow along with the sounds and words practiced on www.starfall.com. The students will be able to identify and type the letter on the keyboard while listening to the matching sound, whether in isolation or the first sound of a word.

Indicators:

- **Phonemic Awareness, Word Recognition and Fluency**
 - 4. Recognize and name all capital and lowercase letters of the alphabet.
 - 5. Recognize, say and write the common sounds of letters.
 - 7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.

NETS-S:

- **1. Creativity and Innovation**
 - a. Apply existing knowledge to generate new ideas, products, or processes
 - c. Use models and simulations to explore complex systems and issues
- **5. Digital Citizenship**
 - a. Advocate and practice safe, legal, and responsible use of information and technology
 - b. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity
- **6. Technology Operations and Concepts**
 - a. Understand and use technology systems
 - b. Select and use applications effectively and productively
 - d. Transfer current knowledge of learning new technologies

Prior Knowledge/Prerequisites

- Students should have prior knowledge of letter and sound identification.
- Students should have some prior knowledge of using a keyboard, typing in lowercase letters.
- Students should have some knowledge of letter and sound identification.

Identify and Discuss Pedagogical Decisions

Assessment

The instructor will say three words out loud, all starting with the same sound. Students will type the letter that makes the sound in the beginning of the three words. The assessment will measure the students' ability to identify the initial sound and the matching letter on the keyboard.

Pre-Assessment

There will be a pre-assessment done two different ways. One of the pre-assessments will be a verbal assessment. The instructor will assess the students on letter identification by flashing letter cards. The other assessment will be done by the instructor calling out a letter and the student will search and find it on the keyboard. By doing these two pre-assessments, the data will be used for the instructor to see which letters each student can correctly identify with letter cards, as well as on the keyboard.

Formative and Summative Assessments

How will you evaluate the students? The instructor will say three words out loud, all starting with the same sound. Students will type the letter that makes the sound in the beginning of the three words. The assessment will measure the students' ability to identify the initial sound and the matching letter on the keyboard.

Why have you chosen these methods? I have chosen these methods of assessments because this assessment has to be done already three times throughout the year for the report card and student progress reports. The assessment is usually done one on one and takes quite a bit of time. Now being able to assess several students at a time, the instructor will save time and not have assessments take away from whole and small group instruction and one on one intervention time. Also, by evaluating this way, the instructor can observe students' computer skills and efficiency.

Is technology used for or included in the evaluation process? Yes

How will you share data with students/others and why? The instructor will review the assessments with the students and post the data on the web on Progress Book for parents to see student progress.

Models of Instruction/Instructional Strategies

Identify the instructional models or strategies you will use for this plan.


For this plan, several instructional strategies will be used.

- When explaining the technology devices, such as the keyboard and mouse, it will be done in small groups.
- Students will independently visit the website www.starfall.com.
- Students will practice for assessments, finding letters and typing out 'cvc' words independently or with a partner.
- The students will complete the assessment individually, but in a large group instead of one on one assessing.


Procedures/Activities

What activities have you planned? Include detailed description of the activities and how the resources are being used to support learning.

1. To begin, students will learn one new letter a week. For this week, students will learn the letter Ww and its accompanying sound /w/.
2. Students will practice making the sound /w/ and come up with as many words as possible that start with 'w.'
3. Students will then visit the website www.starfall.com and concentrate on the letter 'w'

activities. To get to these particular activities, students will begin on the home page and click this hyperlink: 

4. This will lead them to the next screen, which displays each letter of the alphabet.

Students will have to find the letter 'w' on their own, . Having students find the 'w' on this site will help them identify the letter 'w,' as well as navigate throughout the site.

5. Students will follow along with the activities, listening to the computer sound out the letter 'w' when it's in the beginning of words. Students will have to be able to click on the letter 'w' to hear the sounds and click on the arrows to navigate to the next page.
6. The teacher will then have the students practice finding the letter 'w' on the keyboard, practice making the capital and lowercase letter. This activity can be done directly after working on www.starfall.com or another day.
7. To practice for the assessment at the end of the week, the teacher will do several activities using the word processor. The teacher will have the students:
 - Find the announced letters on keyboard.
 - Find the first letter they hear of an announced word.
 - Type out a simple 'cvc' pattern word, practicing capital and lowercase letters, as well as spaces between each word.

Identify and Discuss Technological Decisions

Resources

- **First sound identification assessment**
- **Letter identification assessment**

Technology Resources

List technology resources and describe specifically why they were chose, how the resources help students achieve the objectives and how the use will be evaluated.

- The reason the listed technology resources were chosen is to help students become familiar and proficient with the computer and its accessories. The sooner the students are exposed and have the opportunity to practice using them, the more efficient they will become.
 - **Word Processor:** The students will learn how to open and create a new document in Word and learn how to print out their documents.
 - **Computer keyboard:** The students will use the keyboard to complete the assessment and help them practice using the spacebar, enter key, caps lock key, shift key, arrow keys and letter placement on the keyboard.
 - **Computer Mouse:** Students will use the computer mouse to open and close Word and to print out their document.
 - **Computer printer:** Students will learn how to print their documents and access the document off the printer.
 - **Starfall:** Students will become familiar and work on the website www.starfall.com to practice letter sounds and identification, as well as reading tips.

If technology is used for evaluation or data collection, describe how it will be used.

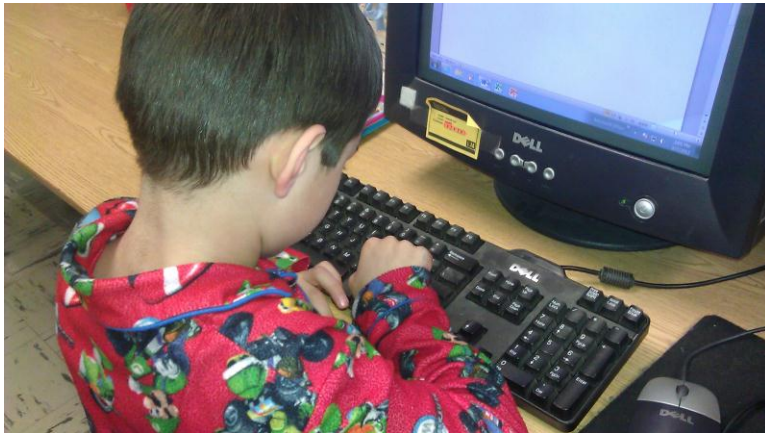
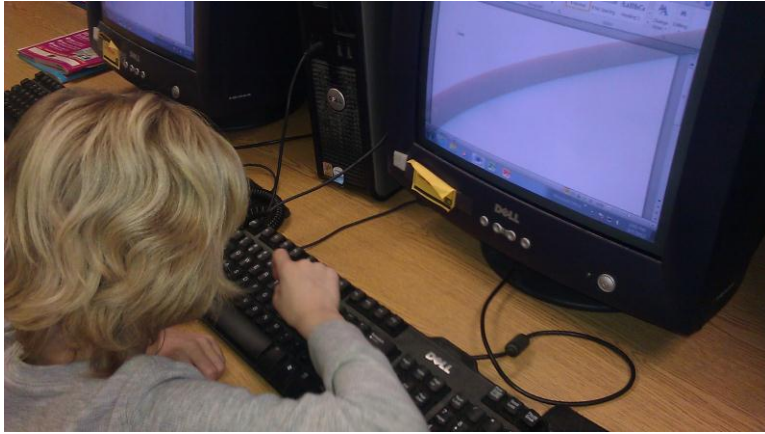
- The instructor will say three words out loud, all starting with the same sound. Students will type the letter that makes the sound in the beginning of the three words using Word Processor. The assessment will measure the students' ability to identify the initial sound and the matching letter on the keyboard.

Here are pictures of the lesson being administered.

Students exploring on www.starfall.com and the learning about the letter Ww.



Students completing the assessment of letter and sound identification with the use of Word Processor:



Lesson Reflection

Discuss your thought process in the development of this lesson. After learning about TPACK how has this knowledge influenced the way you developed this lesson?

When designing the development of this lesson, I started with thinking of what I wanted my students to be able to. I wanted my students to become familiar and efficient with using the keyboard and finding the letters quickly. I initially went straight to just allowing my students to explore with the keyboard and find the letters on their own, however I with doing this, I wasn't sure if my students were identifying the letters correctly or not. I then thought of the assessments of identifying the letter when hearing the sounds and typing out simple 'cvc' words. Having the students do this, I was able to assess their letter and sound identification, as well as have them practice finding the correct keys.

I also had to add in one more piece of technology, which is why I added the use of the website www.starfall.com. By doing this, the students are practicing the letter of week and its sound, as well as looking for it on the keyboard.

After learning about TPACK, I realized that it's important to integrate all three components, pedagogy, content, and technology, to make an impactful lesson that supports student learning and achievement.

How is the development of your planning with the use of technology changed in terms of how you integrate technology into your classroom?

I have noticed myself integrating more and more technology into my classroom and teaching. Students have always had the opportunity to visit different websites to practice and explore math and reading concepts, such as pbskids.com, coolmath4kids.com, starfall.com, morestar.com, etc. Students spent about 10 minutes a day "playing." I then signed up to utilize the computer lab once a week for 30 minutes so students can "play" on the same websites, but I had to split up the students due to the lack of computers compared to the number of students in the class, which only gave the students 15 minutes.

Unfortunately, there is really nothing that I can change about the amount of time students have to use the computers; however I have the ability to change the activities. Instead of always going on the same websites every time, I have introduced my students to typing on the keyboard and using Word Processor to practice spelling, sight words, their names and simple sentences. We have started typing out simple stories and reports, which allows students to practice sentence characteristics as well as keyboarding skills.

Not only are computers and websites being utilized, but my students also enjoy listening centers with the use of a tape or CD player. Students have mastered manipulating these technologies and enjoy them greatly.

Again, I've always used technology throughout the classroom, but now I find myself utilizing it more with instruction and student learning.

How do you measure the impact that technology has on your student learning?

Measuring the impact that technology has had on student learning is very important to do, especially if the teacher wants to continue with this lesson or integrate more technology into the classroom. To measure the impact, I have been observing my students since the beginning of the year and how well their skills have developed. In the beginning of the year, some students were not familiar with maneuvering the computer mouse or exiting a website. Since I have integrating

technology lessons, such as this one, my students show me how efficient they are with maneuvering the computer mouse, going from one website to another, finding a particular game within a website and their typing skills. Almost all my students struggled with producing capital letters on Word Processor, but now they are typing full sentences, showcasing their abilities to make a capital letter, spaces, and punctuation.