

Alphabet Flower Garden Lesson Plan

Grade: Preschool (3-6 years old)	Subject: Literacy and Math
Materials: Tray, flower pots, green popsicle sticks, beans, fake flowers, paper, and a writing utensil	Technology Needed: None
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) Goal P-MATH 9. Child identifies, describes, compares, and composes shapes. Goal P-MATH 7. Child understands simple patterns. Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	Differentiation Below Proficiency: The student can ask questions at any time throughout the lesson if they are unsure of anything. For the student who may struggle with sorting the flowers by similarities, we will look at the colors of the flowers and point of the similar ones then move to characteristics each flower has. For the student who may struggle with pattern making, we will begin with simple patterns such as A, B, A, B, ect. and slowly work towards more challenging patterns. For the student who may struggle with sounding out each of the letters, we will work on saying the sounds repeatedly until the student can grasp the sounds. For the student who may struggle with creating the sight words and writing them down, we will work on creating the words together and will focus on creating the words rather than writing them down. We will work towards the writing as the student progresses. Above Proficiency: Being able to sort the flowers without assistance Being able to develop patterns without assistance Being able to create and write down sight words without assistance Answering all the questions asked by the teacher throughout the lesson Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory – Listening to the directions/content and watching the teacher model each part of the lesson Visual – The materials used for the lesson, the letters written on the bottom of each flower, and the sight words the student will be writing Tactile – The flowers the student will be sorting, pattern making, and creating sight words with which will feel hard (wood) and soft (flower stickers) The beans which will be in each flower pot Kinesthetic – Fine motor movement of sorting, pattern making, and creating sight words with the flowers
Objective(s) The student will be able to group the flowers by noticing their similarities. The student will be able to demonstrate their understanding of pattern making by creating patterns with the flowers. The student will be able to identify the letters of the alphabet and produce the correct sounds of each letter. The student will be able to demonstrate their understanding of how different words can be used for different purposes. The student will be able to produce words from the alphabet from knowing a variety of words. The student will be able to demonstrate their understanding of sounds and letters by writing down each sight word they create with the flowers. Bloom’s Taxonomy Cognitive Level: Remembering, Understanding, & Applying	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - The student will stay seated throughout the lesson - The student will demonstrate “whole body listening” while the teacher is explaining the content - The student will follow the rules of the activity - The student will treat the materials and the space they are in with respect - The student must participate
Classroom Management- (grouping(s), movement/transitions, etc.) For this lesson, I will individually work with students who I will either pull or who ask to work on the lesson with me. We will either work on the lesson on the floor on a mat or at a table depending on what the student prefers.	

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Minutes	Procedures
1-2	<p>Set-up/Prep: The teacher will gather the needed materials for the lesson: a tray, flower pots (6), green popsicle sticks (26), beans, fake flowers, paper, and a writing utensil.</p>
2-3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The teacher will ask these questions:</p> <ul style="list-style-type: none"> • What do you think we are going to be doing with the flowers today? • How could they contribute to your learning? • What do you know about flowers? • What is your favorite flower? • What season do flowers begin to grow in? <p>Have the student observe the materials and allow them to pull out the flowers from the flower pots and determine what we are going to be doing with the flowers for the lesson.</p>
6-8	<p>Explain: (concepts, procedures, vocabulary, etc.) Set up: See Appendix A</p> <p>The teacher will say, “Today we are going to use these flowers to first do some sorting, pattern making, then work on our literacy skills through sounding out each letter and spelling some sight words.”</p> <p>The teacher will say, “We are first going to sort the flowers by looking at how they are similar.”</p> <ul style="list-style-type: none"> • The teacher will first model for the student of sorting a couple of flowers by their similarities • Have the student sort the remaining flowers <ul style="list-style-type: none"> ○ Will be put in separate piles on the table or mat on the floor <p>After the student has finished sorting the flowers, have the student put each pile of flowers into a different flower pot or pots.</p> <p>The teacher will say, “Now that you (the student) have sorted all of the flowers, we are going to develop our own patterns with the flowers. We are going to do this by taking flowers from different flowers pots and forming a pattern with them which will be repeated three times.”</p> <ul style="list-style-type: none"> • The teacher will first model for the student of how to develop a pattern by using the flowers • Have the student develop four or five different patterns that are repeated three times <p>After the student has developed four to five different patterns using the flowers, the student will place the flowers back in the flower pots in no particular order.</p> <p>The teacher will say, “Now that we have done some math work with these flowers by sorting and developing patterns with them, we are now going to do some literacy work by sounding out each letter at the bottom of each flower then spelling some sight words. After you (the student) have created a sight word using the flowers, you (the student) will then write that sight word down on a piece of paper.”</p> <p>Sound out each letter:</p> <ul style="list-style-type: none"> • The student will first take the flowers out of the flower pots and place them alphabetically in a line • The student will go through each of the letters of the alphabet and will sound them out • After the student has sounded out each letter, they will put the flowers back in the flower pots in no particular order <p>Creating and writing down sight words:</p> <ul style="list-style-type: none"> • The teacher will first model for the student how to create a sight word using the flowers then writing down the word the teacher created • The student will first spell their name with the flowers • The student will then create 6-8 sight words using the flowers from looking at the sight word list (See Appendix B) <ul style="list-style-type: none"> ○ Use Pre-primer and Primer lists • After the student has created a sight word, the student will write down that word on a piece of paper and will continue the process until they have created and written down 6-8 sight words <ul style="list-style-type: none"> ○ After a sight word is created and written down, the student will put the flowers back in the flower pots so they are ready to grab for the next sight word
8-12	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The teacher will first model how to use the lesson:</p> <ul style="list-style-type: none"> • Sorting a couple of flowers • Developing a pattern

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	<ul style="list-style-type: none"> • Sounding out a couple of letters of the alphabet • Creating and writing down two sight words <p>After the teacher has modeled how to use the lesson, the student will complete the lesson as the teacher did.</p>
<p>2-3</p>	<p>Review (wrap up and transition to next activity): We will review one of the patterns the student developed and review the sight words the student wrote down on the piece of paper.</p> <p>The teacher will ask these questions:</p> <ul style="list-style-type: none"> • What was your favorite part about this lesson? • What was your least favorite part/difficult about this lesson?
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Observing the student while they are completing the lesson:</p> <ul style="list-style-type: none"> • Answering any questions the student may have • Check for understanding by seeing they are able to complete the lesson <p>Consideration for Back-up Plan: If the student is unsure of how to complete the lesson, we will go back and discuss each part of the lesson of how it is completed. The teacher will also re-model the lesson for the student.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): After teaching this lesson to seven students, I feel they all went well after having to modify the structure of the lesson a little bit which I will discuss later in the reflection. The lesson went well for a few reasons. The first reason the lesson went well is that the students were able to sort and create patterns using the flowers. I did have to first model how to create patterns for a couple of the students and once they saw it, they understood and developed their own patterns. It was great to see the students sort the flowers from one another because most noticed that you could also sort them by the middle color of the flower or by how many leaves each flower had because some had either two, one, or none. The second reason the lesson went well is because the students were able to create their name and sight words using the flowers that had a letter at the bottom of each stem. It was great to see the students concentrate when they were looking for certain letters because they were determined to find them. A couple of strategies the students used to do this was either continually sounding out the letter until they found it or referring back to the sight word list to see what the letter looked like while also sounding out. I did not direct the students to use these strategies so it was interesting to see them develop them on their own. The last reason this lesson went well is that the students were able to spell their name and each sight word correctly by sounding out each letter which enhanced the overall lesson. As the students were spelling each sight word, they became excited when they found the right letter because it took a little time in between each one as they had to restart their searching process again for each letter.</p> <p>I feel the students learned a great amount of information from this lesson. The students learned how to sort the flowers by their colors and size which most or all the students knew how to sort already from completing previous work. They enjoyed the sorting part because they have not sorted objects like that before so they were engaged and wanted to continue to do more work with the flowers. The second thing some of the students learned was how to create patterns. A few of the students knew how to develop patterns whereas a few did not so they were doing something new for the first time. After watching me model how to develop a pattern, the students did the same and caught on quite fast which I was surprised by. It was great to see how fast they learned pattern making. The last thing the students learned was how to create their name and sight words using the flowers. Once the students noticed that there were letters at the bottom of each flower, they knew that they would be creating words with the flowers in which they enjoyed doing. From this, the students learned how to concentrate and better sound out each letter so they would be able to find it among the other flowers which I thought was interesting to witness. The students would turn to me to see if they were correct, but I had them sound the word out at the end and if it did not make sense, they had to problem solve and figure out which letter was wrong and the correct one they needed.</p> <p>After teaching my lesson to seven students, there are five things I would change/add to this lesson. The first thing I would change would be not teaching all the parts of the lesson at once as when I taught the lesson the first time, it was quite long. After teaching the lesson a few times, I figured out what worked best for each student and knew of some different ways I would be able to use all the parts of the lesson in which I did. For the younger students, I would only teach one or two parts at a time and slowly work towards being able to create sight words with the flowers. The second thing I would change would be having the students leave all the flowers out of the flower pots and have the students restore them at the end. When I first taught the lesson, I had the student restore the flowers each time after she did a part which made the lesson quite long. I learned that it was easier to leave the flowers out of the pots which made it easier for the students to create their sight words as they were able to see all the letters at once rather than grabbing each flower out of the pots and putting it back in. When I had the student do that, she was becoming tired of the lesson because she was not able to find the letter she was looking for because she lost track of which pots she had already looked in. The third thing I would change is having the students create 4-6 sight words rather than 6-8. The lesson</p>	

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ended up being long so I decided 4-6 words would be a good amount and as the students worked with the lesson more and more, they would be able to create more than 4-6 sight words if they chose to do so. The fourth thing I would change is to only have the older students write the sight words down they created. I tried having the younger students do this as well but they became frustrated when they were not able to write the letters correctly so I feel it is best to have just the older students write down the words they created. The last thing I would change is to offer another idea of how to create the sight words. I was working with one student and I asked her to create her name using the flowers and she did this by forming the letters with the sticks rather than using the letters at the bottom of the stems (See Appendix C). I thought this was quite interesting as I did not direct her to do this but she just did it on her own. She showed me how students think differently when they are learning and this is one way to do that. I think this is a great way to have the students create their names and sight words instead of just using the letters at the bottoms of the stems which I did not think of before.

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Appendix A



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Appendix B

DOLCH WORD LIST

Sorted by frequency by grade level

Pre-primer	Primer	First	Second	Third					
the	red	he	now	of	think	would	gave	if	cut
to	where	was	no	his	let	very	us	long	kind
and	jump	that	came	had	going	your	buy	about	fall
a	away	she	ride	him	walk	its	those	got	carry
I	here	on	into	her	again	around	use	six	small
you	help	they	good	some	may	don't	fast	never	own
it	make	but	want	as	stop	right	pull	seven	show
in	yellow	at	too	then	fly	green	both	eight	hot
said	two	with	pretty	could	round	their	sit	today	far
for	play	all	four	when	give	call	which	myself	draw
up	run	there	saw	were	once	sleep	read	much	clean
look	find	out	well	them	open	five	why	keep	grow
is	three	be	ran	ask	has	wash	found	try	together
go	funny	have	brown	an	live	or	because	start	shall
we		am	eat	over	thank	before	best	ten	laugh
little		do	who	just		been	upon	bring	
down		did	new	from		off	these	drink	
can		what	must	any		cold	sing	only	
see		so	black	how		tell	wish	better	
not		get	white	know		work	many	hold	
one		like	soon	put		first		warm	
my		this	our	take		does		full	
me		will	ate	every		goes		done	
big		yes	say	old		write		light	
come		went	under	by		always		pick	
blue		are	please	after		made		hurt	

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Appendix C

