Lesson Plan
Courtney Brockler 9-12-02
English/Language Arts The Alphabet
Making Our Alphabet Book (cont’d) First Grade
30 Minute Lesson

America’s Choice Standards:
Writing Standard 2 - Writing purposes and resulting genres
   Key Idea 1 – Sharing events and telling stories
   Key Idea 3 – Producing and responding literature

Objectives:
➀ The students will be able to take the information from a story and apply that to creating their own story with 90% accuracy.
➁ The students will be able to take information from a graphic organizer they created and use that information to create their alphabet story with 90% accuracy.

Adaptations:
✔ For those students who have difficulties hearing the teacher will place the students close to her so that the student can hear. The teacher will also speak clearly and annunciate her words.
✔ For those students who have trouble seeing the teacher will place them close enough to the blackboard so that they will be able to read it. The teacher will also vocalize all words that are written on the board so that these students can retain the information through auditory senses.
✔ For those students with attention disorders the paraprofessional will make sure all students are on task and focusing on the lesson being taught.
✔ For students with low functioning motor skills, a teacher or other professional may assist the student with writing his/her work on paper.
Materials:

➤ Markers
➤ Pencils
➤ Large pieces of unlined paper (for alphabet book)

Lesson:

① Teacher will begin the lesson by asking the students to recall the letters that they traced onto plain paper and colored yesterday. The teacher will remind the students that they are creating their own alphabet book similar to that of *Annie, Bea, and Chi Chi Dolores*. The teacher will let the students glance one last time at the way the author of *Annie, Bea, and Chi Chi Dolores* wrote her story so that they may do the same for theirs (anticipatory set).

② After this is done the teacher will explain that now that the students have their letters traced and colored on paper, they need to come up with words that begin with that letter and relate to things they do in school. The teacher will use the following example to explain:

   “Let’s look at the letter T. What word do we have on our list starts with the letter T? (The students should be able to come up with and answer at this time.) Very good, that does start with the letter T. Is that something we do or see at school? (The answer will be yes because all of the words on the list have to do with things they do at school.) This is what we will do with all of the letters. Does everyone understand?” (modeling)

② When the teacher is positive that all the students understand she will proceed by helping the students to come up with answers for the rest of the alphabet. During this the teacher will give hints if needed, read the words off of the list to them so that they can decide which words start with the letter they are working with, and aid the students by describing some of the activities on the list. It is the teacher’s job at this time to assist the students in their creating the book, not to do the work for them. (guided practice)

The teacher will write the students’ answers on a sentence strip for them for later use.

④ This process of coming up with the right word for each letter may take longer than this one
day’s lesson. However, when the students are finished with all of the letters and have come up with a word for each letter the teacher will give the students their sentence strip and instruct them to go to their seat and rewrite the answer on their own paper with the letter traced/colored on it.

**Closure:**

When all of the students have finished rewriting their word for their letter they will return to the rug. The teacher ask some students to explain what it was they just did, how the organizer helped them to create their book, and why it what they liked best about working making the alphabet book?

**Lesson Resources:**

- *Annie, Bea, and Chi Chi Dolores* by Donna Maurer.
- *The Teacher’s Book: A Resource for Planning and Teaching* by Houghton Mifflin
- *Reading and Writing Grade by Grade Primary Literacy Standards*