

The Letter "Ss"

Lesson by Cameo Lakey (created 09/17/17 with the CalStateTEACH Lesson Plan Assistant)

ATTACHED FILES AND VIDEOS

- [Ss_Wksht1.jpg](#)
- [Ss_Wksht2.jpg](#)
- [Ss_OnMyOwn.jpg](#)

GENERAL COMMENTS

I. ESTABLISHING GOALS AND STANDARDS

Subject Area(s)

Language Arts

Central Focus

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Print many upper- and lowercase letters.

Standards

California Academic Content Standards

English-Language Arts, Grade K

Listening and Speaking | 1.0 Listening and Speaking Strategies | Comprehension

- Standard 1.1: Understand and follow one and two-step oral directions.

Reading | 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development | Decoding and Word Recognition

- Standard 1.16: Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Writing | 1.0 Writing Strategies | Penmanship

- Standard 1.4: Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

Technology Standards

NETS (National Educational Technology Standards), Grades K-12

NETS for Students | 6. Technology Operations and Concepts

- Standard a: Students understand and use technology systems.

Common Core Standards

English-Language Arts, Grade K

Reading Standards: Foundational Skills | Phonics and Word Recognition

- Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Speaking and Listening Standards | Comprehension and Collaboration

- Standard 1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Continue a conversation through multiple exchanges.

Speaking and Listening Standards | Comprehension and Collaboration

- Standard 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. a) Understand and follow one- and two-step oral directions.

Speaking and Listening Standards | Comprehension and Collaboration

- Standard 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Language Standards | Conventions of Standard English

- Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Print many upper- and lowercase letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f) Produce and expand complete sentences in shared language activities.

California English Language Development Standards

Listening and Speaking, Grades K-2

Strategies and Applications | Beginning ELD level | Comprehension

- Standard : Answer simple questions with one- to two-word responses.

Strategies and Applications | Beginning ELD level | Comprehension

- Standard : Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Writing, Grades K-2

Strategies and Applications | Beginning ELD level | Penmanship

- Standard : Copy the English alphabet legibly.

Grade/Level

Pre-K, Kindergarten

Content Objective

Students understand pictures represent words and can associate the letter/letter sound with words. Students demonstrate how to write the uppercase and lowercase form of letters.

Academic Language Demands

Students will listen to the letter "Ss" sound, produce the letter "Ss" sound, and write the uppercase and lowercase form of the letter "Ss" through teaching methods that include showing a video, saying sounds and words together whole group, allowing students to share words with a partner and whole group, showing pictures, allowing students to color pictures that begin with the letter, modeling letter writing, and allowing students to practice letter writing on their worksheet and on the whiteboard.

II. LEARNING ABOUT STUDENTS

Class Information

- Total Number of students: 25 (10 Transitional Kindergarten, 15 Kindergarten)
 - Number of boys: 10 (3 Transitional Kindergarten, 7 Kindergarten)
 - Number of girls: 15 (7 Transitional Kindergarten, 8 Kindergarten)
 - African American: 3 (1 boy, 2 girls)
 - Asian American: 1 (1 boy, 0 girls)
 - Caucasian: 16 (5 boys, 11 girls)
 - Hispanic/Latino Americans: 5 (3 boys, 2 girls)
 - English Language Learners: none yet identified
 - Special Needs: Speech - 3 (1 boy, 2 girls)
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III. MAKING ADAPTATIONS

Adaptations

Wait Time, Preferred Seating, Oral Assessment

Adaptation Details

Providing visuals for English language (EL) students by showing the class a video about the letter "Ss," projecting my worksheet onto the whiteboard and completing it with the class, and using modeling or images when giving directions and completing the worksheets. Additionally for ELs, for the written assessment (see description in "Description of Assessment" below), I will show a visual projected on the whiteboard of what I expect their completed worksheet to look like, then I will take it away and have students complete it on their own without the visual showing. Standing in close proximity to speech students when speaking and granting them equal opportunities to share and answer questions aloud. Checking the work first of students who lose focus easily or become frustrated quickly when meeting a performance obstacle. Using strategies of whole group participation, giving praise, and asking for volunteers to keep students engaged overall.

IV. ANALYSIS OF STUDENT LEARNING

Assessment

Informal

Description of Assessment

Written assessment: After completing the first two worksheets together, students will complete, and turn in, the "On my Own" worksheet (see attached worksheet: Ss_OnMyOwn.jpg) which involves writing six uppercase and six lowercase forms of the letter "Ss" independently.

Oral assessment: At the end of the lesson, students will be shown picture cards of objects that either begin with the letter "Ss" or does not begin with the letter "Ss." Students will then close their eyes and show a thumb up if they think it begins with the letter "Ss" or a thumb down if it does not begin with the letter "Ss."

Additionally, calling on students to share a word that begins with the letter "Ss," calling on students to practice writing "Ss" on the whiteboard, and walking the room to visually check student performance on their worksheets will all be a form of assessment throughout the lesson.

V. PROCEDURE

Prerequisite Background Knowledge/Skills

Students must be able to recognize the letters of the alphabet, understand that each letter is associated with a sound, and be aware that words are comprised of letters.

Materials

Technological Materials:

- Computer
- ELMO projector
- Youtube video
- Sound
- SMART Board

Other Materials:

- What starts with "Ss" worksheet
 - Uppercase and lowercase "Ss" worksheet
 - "On my Own" letter "Ss" worksheet
 - Name Cards (if needed)
 - Pencils
 - Crayons
 - Folders
 - Picture cards that start with the letter "Ss"
 - Picture cards that do not start with the letter "Ss"
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INSTRUCTIONAL STRATEGIES

Open

~starting on the ABC rug~

What students will be learning:

1. I say: "We are going to learn more about our letter of the week. Together as a class, can you tell me what the letter of the week is?"

Students say: "Ss"

2. I say: What sound does the letter "Ss" make?

Students say "/s/"

Stating the Objective:

3. I say: "Today we are going to learn about words that start with the letter "Ss" and will practice writing both our uppercase and and lowercase "Ss.""

~

4. I say: "We are going to start by watching a video about the letter "Ss", you are welcome to sing along."

5. I play the video, "Learn the Letter S" by Jack Hartmann (<https://www.youtube.com/watch?v=laFit1TjM-k>)

Body

Collaboration Activity:

1. I say: "Without saying it out loud, I want you to think inside of your head and come up with two or more words that start with the letter "Ss" that we did not see in the video" (I will provide them with examples such as, it can be an animal, an object, someone's name, something you see in the classroom, etc)

~give students a short amount of time to think~

2. I say: "Now, I am going to put each of you with a partner."

~I partner up students~

3. I say: "When I say go, I want you to turn to your partner and each take a turn sharing the "Ss" words that you thought of with your partner.

We share by (using the "Talk with a Partner" graphic on the board as a visual aid):

One: The first partner talks while the other partner listens

Two: Then the second partner talks while the first partner listens

After each of you have had your turn to share, I want the both of you to think of more "Ss" words together.

Ready? Go!"

~students share~

4. I say: "Class Class"

Students respond: "Yes Yes" and return their attention to me

Check for Understanding:

5. I say: "I am going to pick students names one at a time, and when I call your name, I want you to tell me one of the "Ss" words you heard from your partner, thought of together, or thought of on your own. But once someone says a word, it cannot be said again, which means that each of you is going to share a different word that starts with the letter "Ss" from everyone else."

~call on each student, they say an "Ss" word, then we all say it together~

Guided Practice:

6. I say: "Each of you has this worksheet at your seat." (**Modeling** [showing the worksheet]). "It is both front" (**Modeling** [showing front]) "and back." (**Modeling** [showing back]) When I tell you to, you are going to walk to your seat" (**Modeling**), "get a pencil" (**Modeling**), and write your name at the top on the front of your worksheet" (**Modeling**). "Give me a thumb up" (**Modeling**) "once you have finished."

~they then go to their seats and write their name on their paper (using their name card if needed)~

7. I project the front side of the worksheet on the board (see attached worksheet: Ss_wksht1.jpg) and we complete together through a combination of:

1. Having the whole group answer
2. **Modeling** the completion of the worksheet
3. Inviting individual students to answer
4. Walking the room to check their work

8. For the backside of the worksheet (see attached worksheet: Ss_wksht2.jpg) I will switch from projecting from the ELMO to projecting from the Computer in order to be able to use the SMART Board technology. We will complete together though a combination of:

1. **Modeling** how to write an uppercase and lowercase "Ss" correctly ("We write a silly snake, going around and around") and also **Modeling** how I do NOT want to see them writing their "Ss" (backwards, too small, too big, etc.) then erasing each mistake and fixing it by showing the correct way again.

2. Walking the room to check student work and provide assistance where needed.
3. Inviting students to come up one at a time to practice writing the letter Ss on the SMART Board.

9. When finished, students will put this worksheet away in their folder while I pass out the next worksheet, directing them to write their name at the top of this worksheet as well.

Independent Practice:

10. They will be given a second worksheet (see attached worksheet: Ss_OnMyOwn.jpg) where they will be directed to do their best at writing six uppercase and six lowercase forms of the letter "Ss" in the blank lines provided.

-I will first show them a visual of how I want it to look completed, then will remove the visual and will have the students complete this worksheet on their own.

-I will also direct them to, if finished early, turn the paper over and draw something that starts with the letter "Ss" on the back.

11. After everyone has finished, I will collect these and direct them to take a seat on their spot on the ABC rug.

Close

~At the ABC rug~

1. I say: "What I have here are picture cards, some of the words of these pictures start with the letter "Ss" and some do not. I am going to hold up each card one at a time, each time I show you a card you are going to:

-One: think of what it is a picture of in your head, do not say it aloud, and decide if the word does or does not start with the letter "Ss"

-Two: close your eyes

-Three: when I say go, you are going to show me a thumb up if the picture starts with the letter "Ss" or a thumb down if the picture does not start with the letter "Ss"

Do not open your eyes until after I say that you may open them."

2. We practice the first one together so I see that the students understand what they need to do, correcting anyone if needed.

3. I show them the cards and they answer yes or no by showing me a thumb up or a thumb down.

4. When finished, I will go back through the cards to show them which ones did and did not begin with the letter "Ss" by us answering together, whole group.

5. At the end I say: "Awesome job everyone, give yourselves a ssssuper round of applause"

~students give a round of applause~

~END OF LESSON~

How students will show what they have learned :

1. Students will show that they can write an uppercase and lowercase form of the letter "Ss" by independently completing the "On my Own" worksheet. (written assessment)

2. Students will show their understanding of words that start with the letter "Ss" by dictating whether a picture of an object does or does not start with the letter "Ss." (oral assessment)

VI. ANALYSIS AND REFLECTION

Analysis and Reflection

I developed this lesson in order for students to gain further exposure to the letter "Ss". Students had been learning about words that start with the letter "Ss" throughout the week, so I wanted to provide the opportunity for them to add more "Ss" words to their vocabulary. When monitoring their letter practice, I also noticed many students struggling with writing the letter "Ss," with many being written backwards, so I also wanted to give them the opportunity to improve in writing their uppercase and lowercase forms of the letter "Ss." With this foundation, I also wanted to build upon it by adding the opportunity for students to work with a partner in order to provide more exposure to collaboration and also wanted to give them the opportunity to practice using technological tools, such as the SMART Board.

The parts of the lesson that I found effective included showing them the letter "Ss" video. I enjoyed how engaged they were with most of the students singing along and practicing how to write the letter "Ss" in the air. I also felt that the students enjoyed the collaboration aspect of sharing and working with a partner; however, I learned that the task I asked of them was a little too difficult (see next paragraph for how I would change this activity to better meet their level). I also found that modeling with a student by having them hold their pencil while I also hold it and writing the letter "Ss" together while giving them verbal directions really helped student improvement. I felt that the most effective part of my lesson was when I let students come up and practice writing the letter "Ss" on the SMART Board. I noticed that this excelled their engagement and many students were excited to be picked to use this technology, which peaked their desire to practice writing "Ss."

The changes I would make to this instruction include breaking the lesson up to where we focus on only one concept, which would make the length of the entire lesson more reasonable and would also allow the students to better retain information by only focusing on one concept at a time. For the collaboration activity, I noticed that the students were struggling with coming up with their own "Ss" words. Because of this, I feel it would be best to precede this activity by first showing them a slideshow of pictures of things that start with the letter "Ss," having them partner share the "Ss" words that they saw (like a memory game), then us going over the word of each picture together. When working with partners, I learned that it is best to have partners set up before the lesson starts (such as "you are the peanut butter and you are the jam") so this does not take up time during the teaching of the lesson. This lesson also taught me how important it is to be able to quickly catch when a specific activity is not going according to plan or when an activity might drag on for too long and to quickly think of the best way to wrap it up and transition into the next activity.

When viewing the student work, I noticed that students did improve with their writing of the letter "Ss," especially with students not writing the uppercase and lowercase forms backwards, which showed that they achieved my objective of them further improving on writing the letter "Ss" correctly. Though the oral assessment brought mixed results as to whether students could correctly dictate whether a word does or does not start with the letter "Ss." During the oral assessment, most of the students were correct that "sink" and "sign" start with the letter "Ss" and that "mitten" does not start with the letter "Ss;" however, I got a mixture of yes and no with "pencil", since the students were picking up the /s/ sound in the middle of the word.

Application/Next Steps

The next steps for instruction I would take would be to teach additional separate lessons, with one involving more practice in writing the uppercase and lowercase forms of the letter "Ss," another taking a step back to introducing them to more letter "Ss" words through the use of images, and also practicing segmenting and blending exercises with a focus on teaching the students the differences between sounds at the beginning, middle, and end of a word. John Medina's Brain Rule of "repeat to remember" highlights how important it is to constantly re-expose yourself to a concept through repetition in order to get better at it. This also folds into incorporating activities for students to repeatedly practice writing their letter "Ss," such as through more worksheets, practicing on white boards, practicing by writing in the air, and also practicing through the use of technology such as the computer and SMART Board. Dr. Krashen states that we acquire language when we understand what is being said. In kindergarten, teaching with visuals are very important to assist students in understanding directions and to promote their learning, such as showing the students pictures of objects that start with the letter "Ss" to assist in increasing their "Ss" word vocabulary.