Kindergarten Lesson Plan

Lesson Plans
“Alphabet Potluck Feast”

Subject:
• Language Arts:

Level:
  Kindergarten

Abstract:
• Students will create a class book modeled after the book *Potluck*, by Anne Shelby, to identify the beginning sounds of words and the letter of the alphabet representing that sound (phonemic awareness).

• Before creating the class book, the class will identify beginning sounds of their names and of foods and place them on the classroom word wall under the correct letter of the alphabet.

• Using the word wall, the class will participate in shared writing experiences to create a book titled *Alphabet Potluck Feast*.

Invitation:
Have you ever been to a feast where there were lots of friends and family and there were lots of delicious dishes of food? Just imagine some of your favorite people and favorite dishes all in one place and you have yourself a feast!

What if everyone invited to the feast brought a special dish to share? This is called a potluck feast! What if everybody brought a special dish for every letter of the alphabet? Wouldn’t that be fun? That would be an alphabet potluck feast!

Before we plan our own alphabet feast, let’s read the book called *Potluck*. Mmm, I’m getting hungry just thinking about it!

Situations:
• Where: This unit will occur in the classroom
• When: This project will take place during language arts period
• How Long: This will take approximately one week to complete

Tasks:
• **Task 1:**
  (whole group) Students and teacher discuss the “invitation,” which activates prior knowledge of feasts, parties, and potluck situations.

• **Task 2:**
  (whole group) Teacher will read aloud *Potluck*, taking note of the patterns of beginning sounds of names and foods in the story.
• **Task 3:**
(whole group) Students and teacher will place student names on the word wall, identifying the beginning sound of each name and naming the letter it corresponds with, (See Step Sheet.)

• **Task 4:**
(whole group) The teacher will pose a question... “If we are going to plan a potluck feast and we want to be sure all the letters of the alphabet have a special dish, what could we do? How would you know what letter your special dish would match?” Discuss how this was done in the book *Potluck* (each person brought a dish that had a beginning sound just like the beginning sound in their name). The teacher models what dish she might bring (for example: Mrs. Smith brings salad).

• **Task 5:**
(whole group) The class will look at all the names on the word wall and brainstorm what each person could bring to the potluck, matching beginning sounds of names with dishes they could bring. The teacher will write it down and place it on the word wall, again, taking note of the beginning sounds and saying them aloud.

• **Task 6:**
(small group) Students will work at tables to fill out the dish drawings where they draw a picture of what they will bring to the alphabet potluck and the beginning letter of the word (same as their first name). If they have difficulty, they can read the words on the wall with a classmate or with the teacher to remind themselves what they could bring. (See Step Sheet.) When they finish, they will come up to the word wall with their small group and place the pictures next to the words on the word wall. When everyone is done, the class will regroup in front of the word wall and review what they will see at the alphabet potluck feast! At a later time, the teacher will write the name of the dish in the space where students began words on their own. This will be used for writing the class book. The teacher or perhaps a student from an older buddy class will need to prepare names and dishes for letters of the alphabet not represented.

• **Task 7:**
Students will create their own page for the class book titled *Alphabet Potluck Feast.* (See Step Sheet.) They will use the dish drawing sheets with their illustrations, letter, and written word for the dish to finish the text and create an illustration for their page in the book. The template created allows the students to draw themselves in the picture that already contains some clipart. This creates continuity in the class book.

• **Task 8:**
(whole class) In a shared reading experience, the class will read the book.
Interactions:
• **Full Class:** The teacher will facilitate brainstorming, model phonemic awareness while reading and writing, and facilitate shared reading and writing experiences.
• **Small Group:** Students will work in teams to create their own prewrite and published pieces for the class book.

Standards:
• **Language Arts**
  Phonemic Awareness:
  • Track (move sequentially from sound to sound)
  • Distinguish orally stated one syllable words and separate into beginning or ending sounds.
  Decoding and Word Recognition:
  • Match all consonant and short-vowel sounds to appropriate letters.
  • Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle.
  Comprehension and Analysis of Grade-Level Appropriate Text:
  • Use pictures and context to make predictions about story content.
  • Connect to life experiences the information and events in texts.
  Students write words and brief sentences that are legible with organization/focus
  • Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

Assessments:
• **Anecdotal:** notes from shared reading and writing
• **Individual:** student prewrite (dish drawings)
• **Anecdotal:** notes from questioning during the prewrite time
• **Interview Assessment:** (See Assessment Rubric.)

Tools:
• “Microsoft Word” word processing application

Project Tips and Alternatives:
• **Tip#1:** Extend the activity by having students throw another party, such as a zoo party, where the last letter of their name represents the first letter of the animal they will be for the party.

Related Units:
• Word Grade 1 – “Soup from a Stone, Fancy That”
• Word Grade 2 – “The Fantastic World of Stella Luna”
• Word Grade 3 – “Me, Myself, and I”
• Word Grade 4 – “My Autobiography”
• Word Grade 5 – “Mr. President”
Attachments:
- “Step Sheet: Creating a Template for a Name List”
- “Step Sheet: Sample: Template for Name List”
- “Step Sheet: Creating a Template for Student Writing and Illustrating”
- “Step Sheet: Sample: Template for Student Writing and Illustrating”
- “Step Sheet: Creating a Template for a Class Book”
- “Step Sheet Sample: Template for a Class Book”
- “Step Sheet: Creating an Assessment Rubric”

Web Resources
- A list of linked web resources for Word can be found on the Word Resources page.

Assistive Technology:
- Please refer to the Assistive Technology section for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.