

Lesson Plan <i>The letter “X”</i> <i>by Nina Vuong</i>	Date: Time: Duration: 30 minutes	Grade: Kindergarten Subject Area: Language Arts School:
Objectives	By the end of this lesson, the students will be able to: Recognize and trace the letter “X” Recognize the sound “X” in a word (beginning, middle, end) Find words with the letter “X”	
Pre-school Competencies	Competency 1 To perform sensorimotor actions effectively in different contexts Competency 4 To communicate using the resources of language	
Cross-curricular competencies	<ul style="list-style-type: none"> • Competency 1: To use information 	
Group size & Materials	Whole group Marker, chart paper and story book	

Professional Competencies: <ul style="list-style-type: none"> ▪ Competency 2 To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.
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Time	<i>The Letter X</i>
5 mins	Introduction Prior to this lesson, students have discovered the letter X with the “Jolly Phonics” program. They also worked on a worksheet. I will revisit what students remember from the last lesson: What was the new letter that you worked on last time? What were the words starting with the letter X? X-ray and xylophone What were you doing when you sang the letter X song? Taking an X-ray picture Do you remember what an X-ray machine does? I will now introduce the story to the students.

Time	<i>The Letter X</i>
15 mins	<p>Development</p> <p>Students will now listen carefully to the story.</p> <p>I will say: “Boys and girls, I was preparing this lesson to teach you about the letter X, but I couldn’t find words starting with the letter X.”</p> <p>I will tell them that Ms. Cathy gave me a story about the letter X and I need their help to find words with the X sound.</p> <p>To help me, they will need to listen very carefully and identify the words in their head.</p> <p>At the end of the story, we will identify and write the words with the X sound on the chart paper:</p> <p>X-ray, xylophone, exciting, examine, exactly, excellent, etc.</p> <p>They can also think about words ending with X, such as box, ox, fox, etc.</p> <p>In the class, we have students who have the “X” sound in their names: Alexi and Alexandra. Ask students who are they.</p> <p>As students identify the words, we will repeat the words all together.</p>
5 mins	<p>Closure activity:</p> <p>Now that they have identified all the words, I want them to move.</p> <p>First, I want them to trace an X in the air using their fingers. Then, I will ask:</p> <p style="padding-left: 40px;">How can you represent the letter X using your fingers/arms/whole body?</p> <p>They will now play a little game. They have to represent an “X” as I say “finger”, “arms” or “body”. As students become more and more comfortable, they will have to perform faster the different ways.</p>
	<p>Assessment</p> <p>While completing the chart paper, are students able to identify words with the X sound? Are they able to identify if it is at the beginning, middle or end? Are students able to trace the letter X with their fingers?</p>
	<p>Adaptation</p> <p>Since the lesson requires students to be sitting and listening, the closure activity and the chart paper activity can be switched if students need to move a bit.</p>
<p>Reflection</p>	

