

Lesson Plan Form

Subject: ELA **Activity:** Skills **Setting:** desks

of Students: Approximately 17 **Time:** 30-45 minutes

<p>Statement of Objective: *Observable/Measurable (A,B,C,D) *GLCE/IEP</p>	<p>Students will be able to segment one- and multi-syllable words into individual syllables Student will be able to decode and read CVC, CV, and other previously taught word types with automaticity</p>	<p>Accommodations</p>
<p>Materials: *Prepared and organized *Available for all</p>	<ul style="list-style-type: none"> - Slides presentation - Know it show it page 58 	<p>Show worksheet on smart board</p>
<p>Opening: *Gain attention/motivate *Activate prior knowledge ~link/relate; assess; prepare for new learning (e.g. vocabulary) *State goals/set purpose ~explain task: why, what, how, and when for strategies *Clear directions</p>	<p>Phonological Awareness : ACTIVITY 1 Segmenting Syllables Say: Let's segment words into syllables. I DO Say: I'll do the first one. The first word is rainbow. I hear two syllables. The syllables are rain-bow. WE DO Say: Let's do one together. Ready? The word is strawberry. How many syllables do you hear in strawberry? (three) Say each syllable with me: straw-ber-ry. Repeat as needed. Good! YOU DO Say: Your turn. Ready? The word is elephant. Say the word. (elephant) Say each syllable. (el-e-phant) Good! Repeat with the words dinosaur (di-no-saur) and telephone (tel-e-phone). ACTIVITY 2 Blending Phonemes Say: Let's blend phonemes. I will hold up my fingers as I say the sounds. Then I will slide my fingers as we blend the</p>	

sounds to make a word.
I DO
 Say: I'll do the first one. Listen as I say the sounds.
 Hold up a finger for each sound: /d/ /short oŏ/ // . Repeat the sounds, holding up one finger for each sound. Slide all three fingers together to blend: /d/ /short oŏ/ //, doll.
WE DO
 Say: Try it with me. Hold up a finger for each sound you hear: /s/ /short e ě/ // . Repeat the sounds, holding up your fingers, and then slide your fingers to blend. Ready? Do it with me: /s/ /short e ě/ //, sell.
YOU DO
 Say: Your turn. The sounds are /p/ /short uŭ/ /f/. Ready? (/p/ /short uŭ/ /f/, puff)
 Repeat with /f/ /short iĭ/ /z/ (fizz) and /f/ /o hatô/ // (fall).

Have children review previously learned graphemes ff, ll, ss, zz, j, l, k, z, y, e , r, f, g, h, u, o, n, d, i, and a and say the corresponding sounds.
 Say: Let's review letters and say their sounds.
 •Show the grapheme slide ff. Look at these letters. Say the sound. (/f/)
 •Repeat with the rest of the slides: ll, ss, zz, j, l, k, z, y, e (/short e ě/, /long eĕ/), r, f, g, h, u (/short uŭ/, /long uŭ/, /yy long uŭ/), o (/short oŏ/, /long oŏ/), n, d, i (/ short iĭ/, / long iĭ/), a (/short aă/, /long aă/).

Correct & Redirect
 If children have difficulty, have them
 • name the grapheme and trace it on the table. If they still do not recall the sound, ask if they remember the keyword.
 • practice writing the grapheme while saying the sound.

WARM UP
Auditory Review
WARM UP Auditory Review
 •Have children listen to previously learned phonemes and use a pencil and paper or a multimodal approach such as air

	<p>writing to write the corresponding graphemes.</p> <ul style="list-style-type: none"> •Say: Let's review sounds we have learned and write the letters that match them. Watch and listen as I say the sound. First, you will repeat the sound. Then, you will say the sound as you write the letter or letters that match it. Ready? The first sound is /f/. (Children repeat /f/ and then say /f/ as they write the graphemes f and ff.) •Write or show the graphemes f and ff for children to check their answers. Say: /f/ is represented by the graphemes f and ff: /f/, f, ff. <p>Check that you wrote the graphemes f and ff.</p> <ul style="list-style-type: none"> •Repeat with phonemes /l/ (l, ll), /s/ (s, ss), /z/ (z, zz), /j/ (j), /k/ (c, k), /y/ (y), /short e ě/ (e), /short u ů/ (u), /short o ō/ (o), /short ě/ (i), /short aǎ/ (a). <p>Have children review previously taught sounds by decoding graphemes and blending sounds together to read words with automaticity. • Show the first slide for zip. Say: Let's blend sounds we know to read words. Ready? What's the first sound? (/z/) Show the next slide. What's the middle sound? (/short ě/) Blend it. (/z/ /short ě/) Show the next slide. What's the final sound? (/p/) Blend it. (/z/ /short ě/ /p/) Read it. (zip) For extra support, remind children to stretch the sounds. Blend it again. (zzzzziip) Read it. (zip) Let's blend and read another word. Ready? • Repeat with the slides hen, fit, jog, so, be, mild, bind, told, and host.</p>	
<p>Presentation: Teacher: *Variety of learning (T/S, S/S, S/T) *Organizational framework ~construct, clarify, and link concepts in a meaningful</p>	<p>Review the Floss Rule. Reinforce the Floss Rule with the keywords for each grapheme, a review, and finger writing. Say: Let's keep practicing with the Floss Rule. Remember, the Floss Rule applies to one-syllable words that have a short vowel followed by the sounds /f/, /l/, /s/, and sometimes /z/. In these words, the final sound is spelled with a double consonant. Point to the visual on the slide for the</p>	

<p>context</p> <p>*Present visually, verbally, kinesthetically, real world (e.g. LESH)</p> <p>*Model and think aloud to make visible</p> <p>~language practices/processes</p> <p>~learning strategies and adaptations (how, when and why)</p> <p>~organization, relationships, and clues</p> <p>*Transfer of control</p> <p>~students explain, justify, clarify, etc.</p> <p>*Clear directions</p> <p>*Check for understanding</p> <p>~appropriate feedback: praise, prompt</p> <p>probe/question (in ZPD)</p> <p>~assess/error drill</p> <p>~monitor and adjust instruction</p> <p>Students:</p> <p>*Participation</p> <p>~overt and active</p> <p>~instructional dialogue, think aloud, explain, justify, evaluate, etc.</p>	<p>grapheme ff. Say: What is our keyword for the grapheme ff? (cliff) What is the last sound in cliff?</p> <p>(/f/) Say it with me: /f/, cliff, ff. Use your finger to write the grapheme that applies to the Floss Rule and say the sound with me: /f/. Motion ff. Have children air write with their finger and say the sound. Repeat the finger writing.</p> <ul style="list-style-type: none"> Repeat the process with the slides for the graphemes ll /l/ (bell), ss /s/ (grass), and zz /z/ (buzz). <p>CTICE</p> <p>Spelling: Word Chaining</p> <p>PRACTICE Handwriting: Spelling: Word Chaining</p> <ul style="list-style-type: none"> Have children manipulate graphemes to build words that use the Floss Rule and create word chains as you model manipulating the sounds and tiles on the slide. Replace only one grapheme tile at a time. Do not reset the letter tiles after you spell each word. Say: Let's build words. Listen closely to each sound. Then we will build a word. I DO Say: I'll do the first word: tiff. I need the graphemes t, i, and ff. Move the t, i, and ff grapheme tiles into the appropriate boxes. Say: I'll sound out the word: /t/ /short i/ /f/, tiff. Now, I will change the /f/ sound to the /l/ sound. I need to change the grapheme ff to the grapheme ll. The grapheme ll makes the /l/ sound. Replace the ff grapheme tile with the ll grapheme tile. Say: I will sound out my new word: /t/ /short i/ /l/, till. WE DO Say: Let's build another word. Let's change the /t/ sound to the /f/ sound. What grapheme do we need to change? (t) What letter makes the /f/ sound? (f) Replace the t grapheme tile with the f grapheme tile. Let's sound out our new word: /f/ /short i/ /l/, fill. <p>Irregular Words</p> <p>PRACTICE Irregular Words</p> <ul style="list-style-type: none"> Have children practice reading and spelling irregular words from the previous lesson. Children can finger write and then use a pencil and paper or a dry-erase board. Say: Let's practice reading heart words we already know. Remember, 	
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	<p>temporary heart words follow spelling rules we don't know yet.</p> <p>•Show the slide my.* Say: Let's say the word and tap the sounds: my, /m/ /long īī/. The first sound, /m/, is a sound-spelling we know. How do we spell /m/? (m) The last sound is the part we must remember by heart. In the word my, how is the /long īī/ sound spelled? (with the letter y)Have children practice air writing each letter as you say the sounds: /m/ /long īī/, my. Now say each sound as you write the word my. Did you spell it correctly? Show me your word. Repeat the process with the following heart words and show each slide.</p> <p>•by, /b/ /long īī/* •why, /wh/ /long īī/*</p>	
<p>Guided Practice: *Activity related to presentation/objectives *Active student participation ~provide rationale for assignment ~multi-sensory and real world ~instructional dialogue *Transfer of control ~students explain, justify, clarify, think aloud *Check for understanding ~ensure high success rate ~appropriate feedback: praise, prompt, probe/question (in ZPD) Individual Practice: ~assess/error drill ~monitor and</p>	<p>Have children read the Decodable Text: "The Bell" to practice sentences with the Floss Rule and other sounds and graphemes they know.I DO Show the first slide. Say: Let's read words with the Floss Rule in sentences. Point to the words and slide as you decode. I can slide under each word to read the sentence: Jin has my cat, Fuzz.WE DO Say: Let's do it together. Let's read the second sentence as I slide under the words. As needed, review decoding all the words, and then read aloud the sentence together. Jin can pat and kiss Fuzz.YOU DOShow the next slide. Say: Your turn. I'll point as you sound out each word and read the sentences. Point and slide as children decode the words and sentences.</p>	<p>To model and facilitate decoding, use the sounding-out process as follows. Point to the letters as you say each sound. Slide your finger under words, phrases, and sentences as you blend and read.Point out that Jin and Fuzz are names, so they are capitalized. Jin is also the first word of a sentence. A complete sentence ends with a period.</p>

<p>adjust instruction *Management/monitoring ~scan, circulate, assess, support, praise</p>		
<p>Closing: *Adequate time *Students summarize content and accomplishments *Assess/identify new goals *Link to future learning</p>	<p>Complete page 55 in your know it show it book.</p>	