

Student Teacher: Taylor Gustafson

Date: ___ March 1, 2018 _____

Subject: Reading
Ending blends

Lesson Topic: Phonics, Fluency,

Grade: 1st grade

Length of class: 30 minutes

Learning Objective (performance, conditions, criterion):

Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

Student Friendly Objective:

To understand and practice the ending blends of a word.

Utah Core Standard Alignment:

Reading: Foundational Skills Standard 4

Read with sufficient accuracy and fluency to support comprehension.

Reading: Foundational Skills Standard 3

Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

Core and Supplemental Materials:

Teacher Materials: Soundboxes Whiteboards Markers Lesson Plan Wonder Works Book “Den in Sand” paper book	Student Materials: Color Chart Pencil White board
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Context for Learning:

Organization of the students (e.g., small groups, whole group, partners)	Small group
Pre-Lesson Assessment Data	
IEP Goal Links (Also describe individual student modifications & accommodations)	Small group allows for all students to be able to see and hear what I am teaching and talking about. I will model a lot for all three boys and be extremely explicit in telling them what I would like them to do and what we will be learning. I will use a lot of reinforcements throughout the lesson.

Pre-Instructional Set: (Approximately 3 minutes)

Gain students' attention (Activity and Script)	Being lesson with telling the students that we are going to work on our ending blends using the sound boards! Have tokens and cards out ready to use before beginning. Model for them what I will be having them do/work on (this is under the I DO section as well).	#/minutes (30 seconds to 1 minute)
Inform students of learning objective(s)	The learning objective of this lesson is to practice sound blends at the end of words.	#/minutes (30 seconds to 1 minute)
"This is important to know because..." (Informed instruction)	"This is important to know so that we can sound out and read more words!"	#/minutes (30 seconds to 1 minute)

Preparing students for instructional content: (Approximately 6 - 15 minutes)

Pre-requisite skills to review, if applicable	A pre-requisite skill to know for this lesson is how to sound out words using sound boxes and/or asking for help through the process. I will model this for them as well.	#/minutes (2 to 5 minutes)
Review of prior knowledge, if applicable	During our reading time we will usually go back over our high frequency words to review and become super comfortable with. Sometimes there is not enough time to do this and that's okay. I will review what end of word blends look like using my whiteboard before beginning the lesson to give the students a good sense of what we will be doing.	#/minutes (2 to 5 minutes)

Vocabulary to pre-teach, if applicable	blends	#/minutes (2 to 5 minutes)
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Instruction: (Approximately 20 to 40 minutes – depending on length of class)

Explicit Modeling of Skill (what cognitive steps should the students be using to successfully perform the skill?) (I DO IT)	<p>Model putting the word sing in the sound box. Through this process I will be modeling sounding out the word sing and then saying it at the end as well. Then I will ask them “what’s this word?”</p> <p>Modeling to them how I am thinking this process through I will then say “ I wonder how I would change this word to ding.....”. If I change the s to a d the word becomes ding. What’s this word?” Ding.</p> <p>I will scaffold to see how they comprehend the task at hand. I will then model again if they do not understand or if they are I will have us do it together.</p>	#/minutes (10 to 15 minutes)
Guided Practice (WE DO IT)	<p>Go around having the students place the letters for the words. Have a children participate. One child can place and read, then another can replace a letter to make a new word and so on. I will have them do the following words: cash/mash, sang/rang, hush/rush, fast/last, tell/sell, camp/ramp.</p> <p>After this portion we will read the paper book “Den of Sand” together chorally. I will be explicit in the way I introduce this part. I will tell the students that we are going to read this book together and I will lead. I will tell them to follow my voice and my speed.</p> <p>I will explain that if you miss a word or get behind while we’re reading its okay and to just catch back up. George has a tough time if he misses a word or gets behind. I will explicitly have him understand that sometimes that happens.</p> <p>Gibson might read a little too fast and I will tell him before to stay with my pace and me. Joseph will follow me pretty well.</p>	#/minutes (5 to 25 minutes)

	On pages have them find mp, st, and nd end blends.	
Strategies to check for understanding	Check in with sound boards and how they are placing their letters throughout their sounding out of words.	
Independent Practice (YOU DO IT)	Have the students put their name at the top of the worksheet given to them. Model number 1 and release the rest to them. Remind them that it is okay to ask for help and to try their best!	
<p>If needed, how will you address re-teaching of specific skills. To reteach I would bring out my white board and write the word on it and circle the end blend to help the students see how it is broken up.</p>		

Assessment:

Concrete and tangible assessment to know whether students have met learning objective	Worksheet with their work on it. Assessment could also be the book that they circled the end blends in.
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Closure: (1 – 5 minutes)

Organization/transition routines (e.g., put assignments in folders, prepare for bell, transition to next lesson/activity)	After they finish their work they are to turn them into their baskets and are able to go to their designated computers to work on Lexia Core. Switch with Kindergarten.	#/minutes (1 – 5 minutes)
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