

Student Teacher: Taylor Gustafson

Date: March 23, 2018

Subject: Reading and Language Arts

Lesson Topic: Short Vowel Sound Words and Rhyming

Grade: Kindergarten-1st

Length of class: 30 minutes

Learning Objective (performance, conditions, criterion):

Reading: Foundational Skills Standard 2

Demonstrate understanding of spoken words, syllables, and **sounds** (phonemes).
Distinguish long from short vowel sounds in spoken single-syllable words.

Student Friendly Objective: I will have them recognize rhyming words and patterns while engaging in a fun Easter egg hunt activity. Students will learn to sort and create letters with short vowel sounds.

Utah Core Standard Alignment:

Reading: Foundational Skills Standard 2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Distinguish long from short vowel sounds in spoken single-syllable words.

Core and Supplemental Materials:

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| Teacher Materials: Worksheet Easter Eggs Magnet Letters | Student Materials: Worksheet Pencils (5) |
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Context for Learning:

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| Organization of the students (e.g., small groups, whole group, partners) | Whole group broken into small groups (kindergarten (2) and 1st grade (3)) |
| Pre-Lesson Assessment Data | |
| IEP Goal Links (Also describe individual student modifications & accommodations) | All students have IEP's for behaviors. No students have specific IEP's for Reading and Language Arts. |

Pre-Instructional Set: (Approximately 3 minutes)

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| Gain students' attention (Activity and Script) | Depending on function of class at the time either meet at desks or the rainbow table. What holiday involves Easter eggs? Guess what we are going to be doing today? We are going to be going on an Easter egg hunt! | #/minutes (30 seconds to 1 minute) |
| Inform students of learning objective(s) | The learning objective is to sort letters to make short words and to match those words to a rhyming word. | #/minutes (30 seconds to 1 minute) |
| "This is important to know because..." (Informed instruction) | This is important so that we can become better readers and to practice hearing and saying rhyming words. | #/minutes (30 seconds to 1 minute) |

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

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| Pre-requisite skills to review, if applicable | | #/minutes (2 to 5 minutes) |
| Review of prior knowledge, if applicable | 1st grade has been working with long vowel words so they might get confused because these are all short vowel words. I will help this through and remind them of the short vowel. | #/minutes (2 to 5 minutes) |

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

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| Explicit Modeling of Skill (what cognitive steps should the students be using to successfully perform the skill?) (I DO IT) | <p>Model a few words. “Raise your hand quietly and tell me if you know what this word is”. Word written is hop. Now do pop. Do pop and hop rhyme? Yes because they sound the same. Thumbs up or down if dog and hog rhyme. Thumbs up or down if bed and lip rhyme. Scaffold as needed to increase modeling or continue on with the lesson.</p> <p>Tell them that we are going to be finding Easter eggs that have short words in them! There is a very special rule though. You may NOT open any of the Easter eggs until I say so. This is because we have to be patient and open them one at a time.</p> <p>Model with Anne on how to take eggs back to their assigned spots in the classroom. I will have a spot marked with each name and bin that they can go to after collecting their eggs. There is no running, pushing, and opening of your eggs.</p> <p>Have them repeat directions back to me. Scaffold on their understanding of the directions and rules.</p> <p>***Each student will have their own 5 eggs and section to hunt to prevent fighting and problems.</p> | #/minutes (10 to 15 minutes) |
| Guided Practice (WE DO IT) | <p>It’s an Easter egg hunt! Remind them there is no rush and no running.</p> <p>Once each student is sitting in their assigned seat, I will hand out the worksheet that they are going to fill in with all of their rhyming words.</p> <p>The worksheet will have a spot will 3 boxes that they will be able to spell out their words in for a better visual. I will put the word “dog” on the board for a reference word. I will say the word that you are about to open rhymes with dog. The first egg that we will open is the gold egg (each student has one). The gold egg has a word with the short vowel o in it. Every student will then make their word and put their hands</p> | #/minutes (5 to 25 minutes) |

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| | <p>in their lap after doing so. Each student has a different word.</p> <p>Once they have found their word they are to write their individual word on the worksheet next to the word that rhymes with their short vowel o. (dog).</p> | |
| <p>Strategies to check for understanding</p> | <p>Scaffold seeing how the first example went! Provide support on the next word as needed.</p> | |
| <p>Independent Practice (YOU DO IT)</p> | <p>I will repeat the process. We will open up 3 more eggs after this containing the short vowel words with i, a, and e.</p> <p>Blue/Silver BIG (wig, fig, dig, pig, jig)</p> <p>Light pink with stripes CAT (hat, mat, sat, mat, rat)</p> <p>Green/Orange HEN (zen, den, Ben, ten, pen)</p> | |
| <p>If needed, how will you address re-teaching of specific skills.</p> <p>If they finish early or to further their knowledge of rhyming words I will have a sheet available that they can go around and collect other friends words.</p> <p>**Another idea would to have them each write a sentence using on of their words from the worksheet.</p> <p>I will also have a fun Easter picture on the back for them to color at the end and candy in their final egg!</p> | | |

Assessment:

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| Concrete and tangible assessment to know whether students have met learning objective | The concrete item that I will collect is their worksheet! |
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Closure: (1 – 5 minutes)

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| Organization/transition routines (e.g., put assignments in folders, prepare for bell, transition to next lesson/activity | After they finish their work they will turn their worksheets into the back table and sit at their desks to watch a book. | #/minutes (1 – 5 minutes) |
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