

## Lesson Plan Format

**Teacher's name:** Stephanie DiVito

**Lesson Date and time:** 9/12/18; 9:56-10:36 AM

**Room number:** 102

**# of Students:** 20

**Enduring Understandings/Unit Goals:** Consonant sounds make up most of the words spelled and spoken in the English language.

**Essential Question:** How do consonant sounds affect the spelling and pronunciation of a word?

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### Standards addressed:

**RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**B.** Decode regularly spelled one-syllable words.

**RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

**B.** Read grade-level text orally with accuracy, appropriate rate, and expression.

**C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### What is the lesson objective?

The learner will distinguish a letter used to spell a word based on what is shown on a picture.

### Teaching / Instructional Process:

#### Anticipatory Set:

1. Do Now: Show five pictures on the SMART board and have students identify the beginning sound of the word shown on each picture on a separate sheet of paper.
2. Give the students five minutes to complete this task. Walk around the room to see if any students need assistance. Give stickers to students who have correct responses.
3. Go over the answers to the Do Now. Call on a student to answer. When a student guesses correctly, write the correct answer. If not, emphasize the sound at the beginning or at the end, and see if that student can guess correctly. If not, call on another student to answer.

#### Process:

4. Review the difference between vowels and consonants with students. Tell students that there are five letters in red and the rest are in black on their letter line. Ask them why they think that is. Call on the student, and see if they answer with, "the black letters are consonants". If they do, then praise the student for the correct response and tell them that all the letters that each word from the Do Now begins with is a consonant. Then, remind students to only focus on the consonants (or black letters) on their letter line.
5. Move some students to different tables in the room so they are in heterogeneous groups.
6. Distribute dry-erase boards to each table.
7. Explain to the students that they will be playing another game today. Explain that I will put a picture on the board with the name of the letters spelling the name of that picture will be too, but either the beginning letter or the end letter will be missing. They will write on the communicator what letter is missing. Give each table a round of applause for guessing the correct answer or for trying to get the correct answer.

#### Guided Practice:

8. Use an example to show the students what to do. Pull up one of the pictures with either the beginning or ending letter missing. Tell them that I know what the picture is and say what it is. Then, emphasize the sound of the letter that is missing. Say what letter it sounds like and write that letter on the dry-erase board.
9. Review think, hide, show. They will think about their response and write their answer on the board. Explain that the student holding the board will hide the board from the other three groups. Then, they will show me their boards when I tell them to hold them up.

#### Check for Understanding/Closure:

10. Play the game. Put different pictures on the board with all the letters except one (beginning or ending).
11. Students will discuss what letter could be missing so that the picture and the words match and hide their responses from the rest of the class.
12. Students will hold up the letter that they think is missing in the word that describes the picture. Give a round of applause to the tables who guess correctly or trying to guess correctly.
13. Repeat steps 8-10.

14. To review, ask the students what kind of letters they were writing on their communicators. The answer I am looking for is consonant. If a student guesses incorrectly, call on another student to see if he or she gives the correct answer. Then, ask individual students to name consonants.

**Independent Practice:** Students are naming a consonant sound that corresponds with a picture independently as a review of my previous lesson that I taught on beginning consonant sounds. Also, students are identifying letters at the beginning or ending of words with missing letters.

**Differentiated Instruction:** Students who have mastery of beginning and ending consonants will be paired with students who may struggle with beginning and ending sounds. Students can see the letter as well as the name of the letter and the sound it makes. This appeals to both visual and auditory learners. Furthermore, it appeals to tactile/kinesthetic learners because they are learning the sounds by playing a game.

**Interdisciplinary Components:** This lesson is tied to reading and writing because students are learning the sounds that letters make when they read them. Also, they will learn to use the letters and the sounds they make in their writing. The lesson is also tied to art because it touches on colors (red and black letters) and pictures associated with words. Also, students are learning to draw lines and curves on the letters.

**Technology/21<sup>st</sup> Century Learning:** The Do Now and the game will be displayed on the SMART board.

**Assessment/Rubrics:** During the Do Now, I will observe to see if students are responding correctly. If they respond correctly, I will put a sticker in their notebook. If not, I will tell them which responses to correct. Students will be assessed using observation and anecdotal records during the game. I will observe students as they are playing the game and record how each student responds to the task. At the end of the lesson, I will record student responses and check to see that students understand what consonants are and they can give examples.

**Materials Needed:**

- SMART Board
- Paper for Responses
- Stickers
- Dry-erase Boards
- Dry-erase Markers
- PowerPoint Slideshow with Pictures and Words with Missing Letters