*****GCU College of Education***

**LESSON PLAN TEMPLATE**

**03/2014**

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| **Teacher Candidate:****Grade Level:****Date:****Unit/Subject:****Instructional Plan Title** | Ms. Brown First GradeAugust 14 ,2017 ELA/Project Read  Scavenger Hunt Short Vowel A  |
| **I. Planning** |
| **Lesson summary and focus**: | I will be introducing short vowel A. The concept will be every word must have A vowel. The teaching objective is, the students will learn about the vowel [a]. The Anticipatory Set displayed are Alphabets. I will directly explain why alphabets are important. Which is because Alphabets capture the sounds of our language. We build words with letters. We will learn how to build letters to make words.  |
| **Classroom and student factors**: | Discussion, Smartborad, Document Camera, Oral Practice, Journal/Learning Log, Project Read, Teacher Demonstration, Vocabulary Cards, Whole Group Instruction |
| **National / State Learning Standards:** | CCSS.ELA-Literacy.RF.21 |
| **Specific learning target(s) / objectives:**The teaching objective is, the students will learn about the vowel [a] and the student Can identify vowel. | **Teaching notes:**Project Read Book: Unit 2 Lesson 2-1 |
| **Agenda:**1.Pre-Reading: A. Teacher introduces targeted phonics skill in the reading selection. B. Students choral read the title and predict what the story or report might be about. C. Introduce vocabulary. II. Teacher Directed Silent and Oral Reading:A. Check sentence frame. Check internal and end punctuation for phrasing and voice inflection. C. Students sweep finger across the sentence for phrasing and fluency. D. Students use the ‘tap and sweep’ strategy to unlock words they cannot automatically decode. E. Check reading comprehension at the sentence level. Note: The sample instructional example is on page 23. III. Reading Fluency: A.Choral Reading: Teacher paces students for reading fluency and voice inflection. Gradually, the teacher releases oral reading leadership to students' voices.B. Independent Oral Reading: monitored by teacher or shared reading.C. Repeated Readings: 1. Read for word, phrase, and sentence automaticity. 2. Read with voice inflection and phrasing with a focus on end and internal punctuation. 3. Read to determine meaning of the passage or answer teacher directed questions about the selection.VI. Reading Comprehension A. Interacting with Narrative Text (Story Form Process) 1. Story parts 2. Sequencing 3. Story MessageB. Interacting with Informational Text (Report Form Process) 1. Collecting and Classifying Facts 2. Sorting Fiction from Non-Fiction 3. Summarizing Key PointsC. Teacher asks comprehension questions at different levels of Bloom’s Taxonomy. 1. Word Meaning 2. Story | **Formative assessment:**The assessment is the student will be giving a short vocabulary quiz on blending vowels. I can assess student by oral assessment or make a checklist to identity the student’s ability.  |
| **Academic Language:** | ***Key vocabulary:*** **Cab****Bat****Fat****Cat****Mat****Am****At** **Sat****Tab** | ***Function:*** This guided lesson focuses on short A, as in cat, at, and at. Kids learn how to recognize and read this sound, then practice with short A words. Breaking up lessons based on vowel sounds helps kids chunk concepts together, easing retention and boosting phonics skills. Once you are through with the lesson, consider downloading some of the accompanying short A printables for extended learning. | ***Form:*** The language development will be the student can use the word to make a sentence. The Vocabulary will be short A words (blending) Guided Practice: Me and the students will work together which is body language... |
| **Instructional Materials, Equipment and Technology:**  | The Relevant materials and resources are I will be using flash cards (letter cards) Letter towels, and magnet letters all to make words |
| **Grouping:**  | I want students to targeted phonics practice where everything they're reading is practicing that phonics skill - in this case: short A! I will give the students little readers for phonics sounds that are in color and black/white that are great for small groups. One of the short A readers that I wrote is The Fat Cat. Print the reader from your curriculum or my reader, and have students go through and underline, circle, or highlight all of the short A words they can find in it while "reading" it. They should be reading it but some might skim. Have them read it out loud in front of you as they mark the words. Have them highlighting (with a light color like yellow) is best because it highlights the word without making it distracting by putting lines through it by accident. Once they have highlighted all the short a words, have them read through it again. It should be smoother this time! Allow them to take the books back to their seat to color and bring back to you when they're done (or when centers are over). You can also read the book they highlighted and colored together in a small group. Then, partner them up at the table and have them read it with their partner. Then, let them take the book home to read to their family |

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| **II. Instruction** |
| **A. Opening** |
| **Prior knowledge connection:** | Introduction (5 minutes) Ask your students to recite the alphabet. Afterward, have them say which of the letters are vowels.As the class says the vowels, write them on the board. If necessary, remind the class that the vowels are A, E, I, O, and U.Tell your students that they will be focusing on the /ă/ sound. Ask your students for examples of the difference between the long and short A sounds. Possible answers include: gate and pat. |
| **Anticipatory set:** | The Anticipatory Set displayed are Alphabets. I will directly explain why alphabets are important. Which is because Alphabets capture the sounds of our language. We build words with letters. We will learn how to build letters to make words. |
| **B. Learning and Teaching Activities (Teaching and Guided Practice):** |
| **I Do** | **Students Do** | **Differentiation** |
| LessonIntroduction (5 minutes) Ask your students to recite the alphabet. Afterward, have them say which of the letters are vowels.As the class says the vowels, write them on the board. If necessary, remind the class that the vowels are A, E, I, O, and U.Tell your students that they will be focusing on the /ă/ sound. Ask your students for examples of the difference between the long and short A sounds. Possible answers include: gate and pat.Explicit Instruction/Teacher Modeling (5 minutes) Tell your students that you are going to do a call and response. You will call: Who let the A out? Have your students respond: /ă/ /ă/ /ă/ /ă/ /ă/.Ask the class to say words that begin with the letter A. For visual learners, draw pictures of the words on the board, and label them. Some great examples include: apple, alligator, and axe. Prompt students to list CVC words that are also on the Short A Sound worksheet, such as bat and hat.Instead of telling students that they are right or wrong, create audio cues. For example, if a student gets an answer right, play a clapping sound.Guided Practice/Interactive Modeling (5 minutes) Write -ad on the board. Ask students to sound it out one letter at a time. For example, say the /ă/ sound, and then say the /d/ sound. Then, combine them.Ask your students for examples of words that end in -ad. Possible examples include mad, fad, and lad. Model how adding and changing the consonants at the beginning of a word can create other words. For example, explain that bad, mad, and dad have different meanings.Have the students come up with more words independently, and ask them to share their chosen words with the class. Keep the focus on the /ă/ sound at all times.Repeat these steps with -at.Independent Working Time (10 minutes) Pass out copies of the Short A Sound worksheet to your students. Tell your students to circle the objects that have the /ă/ sound. On the back of the worksheet, ask your students to draw five objects that have the /ă/ sound.Encourage your students to draw pictures that are different from the ones on the worksheet. | the students will do the vowel [a] and the student will do identify vowel | The differentiation strategies will be shaving cream to work out the words, sand, allowing the students to Act Out the word, and/or listening to a personal CD.DifferentiationEnrichment: Have students above level search for consonant blends as opposed to beginning letters. Have them complete the Consonant Blend Scavenger Hunt instead.Support: For students below level, you might not need to cut out pictures from magazines during the Phonics Scavenger Hunt activity. Instead, find and record the objects they find during the activity. If students cannot write or spell by themselves yet, let them draw as an explanation*.* |

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| **III. ASSESSMENT** |
| **Summative Assessment:** | ReviewAssessment (5 minutes) Give your students a letter, and tell your students to tell you names of objects that start with that letter. Ask them to spell out the names if they can.Review and Closing (10 minutes) Ask students what they understand by "beginning letters."Ask your students to sound out the phonetic sounds of all the letters in the alphabet.Walk around the room, and make sure that students are doing the activities correctly. For example, if students are incorrectly circling objects, ask them to say the words quietly and retry. | **Differentiation:**Same Review Assessment with more time for differentiation. 10-20 minutes in a small group setting. |
| **Closure:**  | Review and Closing (10 minutes)Ask students what they understand by "beginning letters." Ask your students to sound out the phonetic sounds of all the letters in the alphabet. |
| **Homework:**  | Students will have to write vocabulary. They will have to write the spelling words twice each and return to class the next day. |