

Lesson Plan Template

Grade: 1st		Subject: English Language Arts	
Materials: Textbook, clip board, yellow crayon, blue crayon, worksheet		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words, by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		Differentiation Below Proficiency: The teacher could have some of the squares colored in so the student does not have as many words to read. Above Proficiency: The teacher could have the students color all vowel sounds a different color. (example: short (a) would be yellow, short (i) blue) Approaching/Emerging Proficiency: The students will use two crayons to distinguish between short (a) words and all other words. Modalities/Learning Preferences: Visual of words on board picture next to word and auditory	
Objective(s) By the end of the lesson, students will be able to distinguish words with a short a vowel sound and words that do not.			
Bloom's Taxonomy Cognitive Level: Analyzing			
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be called to the carpet by tables and will be sent back to their tables by table group. When it is time to determine who will be partners for the assignment the teacher will pull sticks out of a jar to determine.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to work with their partner and follow all classroom rules. The students need to make sure they are using inside voices while doing the assignment.	
Minutes	Procedures		
3 minutes	Set-up/Prep: <ul style="list-style-type: none"> Have all worksheets printed off and ready to be handed out when needed. Make sure the active board is ready to go with the document on it. 		
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Does anyone know what sound a short (a) makes? (Let the students try and answer and then tell them what sound it makes) Have the students all practice the short a sound together. An example of a word with the short a sound is CAT. Let's all practice saying the word CAT together. (Have word CAT written on board and point to each letter as it is being said. /C//A//T/). Here are some more words for the students to practice saying. (/P//A//T/) (/C//A//N/) (/T//A//G/) (/D//A//D/) (/S//A//T/) 		
10 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> We are going to be reading the story in your book called "Sam, Come Back" (pg.20) Are there any short a sounds in the title of the story? (yes, Sam and Back have short a sounds) We are going to read the story together as a class and I will call on someone to read each sentence. If you are not reading make sure you are following along in the book and try to listen closely for the short a sound in the words. Read the story Do you remember any of the words that had the short a sound? (Did the word Bad? Sam? Pat? Lap?) 		
10 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> We are going to practice finding short a sounds. We are going to do a short a mystery picture. 		

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	<ul style="list-style-type: none"> You will work with a partner (draw sticks to determine groups) and will each receive a clipboard so you can go anywhere in the room to work on the assignment. The students will read through the words that are given and if the word has a short (a) then you will color in that box. If the word has a short (a) you will color the box yellow and if the word does not have a short (a) you will color it blue. When all of the boxes that have the short (a) are colored in there will be a picture. Write the name of the picture you see at the bottom of the page. Make sure you and your partner are reading all of the words out loud to each other. <p>(If students get done early have them write in their journals about a dog they know and draw a picture)</p>
<p>2 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> What picture should you have got when your picture was all colored? (Diamond) Call on individual students to tell the teacher what words have a short a sound and what do not. (Van, Map,lip, not, rat)
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>The formative assessment is if the students get a picture of a diamond at the end of the short a mystery picture and based on observations of the students reading through the words while doing the assignment.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>The summative assessment is a quiz given at the end of the unit on short vowel sounds.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>My lesson went well. The kids were focused on what we were talking about when we were having the group lesson. They all sat nice during the carpet time. One thing I would do differently next time is having better classroom management so if any of the students are talking I can get them back on task. Having the groups pre-made would be another thing I would do differently. It would be helpful so you have the students that do and do not work well together paired together. One of the groups did not get a lot of the assignment done because they were talking about other things rather than working on the lesson. The kids understood the concept of what we learned which is something that is important. Another thing that I would change is making sure to have a clean-up procedure for when the students go back to their desks they can have everything put away quietly and quickly. I would make sure to tell them that clean-up procedure right away so they do not have to ask later. Clean up was a little crazy. One thing that I still have not decided what I like better is calling on the students that raise their hand or just calling on random people. I started out by calling the students that raised their hand and then called on a few other students that did not and they seemed a little uncomfortable with that. I need to pay closer attention to the time to make sure that I am staying in my time frame for teaching the lesson. I went over the time frame a little bit but not by much. It is hard to determine how long the students will spend on the worksheet. It will depend on their academic level. I do think that have the groups organized better would have helped with the worksheets getting completed. The last thing I would do is go over the carpet time rules so they know what is expected of them. I was a little worried when teaching the lesson that the students would not know what shape the picture was supposed to be but all of the students that finished the worksheet knew exactly what it was.</p>	

Name: _____

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Short A MYSTERY Picture

Color in only the SHORT A words to reveal a picture! Write what your picture is at the bottom of the paper.

bet	gut	red	van	top	gum	yet
dog	kit	map	dot	cat	get	cot
rim	bag	pin	hit	mid	sap	tug
tap	let	rot	hum	not	rip	sad
lip	man	fun	lid	win	pad	run
mum	pop	lap	tot	fat	gut	leg
hot	fit	jet	rat	cut	pet	bit

My mystery picture is a _____!

Lesson Plan Template
Short Vowel Quiz

Name: _____

Directions: Choose the word that has a short vowel in it

1. **A.** act **B.** snail **C.** Snake **D.** Whale
2. **A.** cute **B.** bed **C.** puma **D.** blue
3. **A.** comb **B.** goat **C.** dig **D.** geese
4. **A.** cop **B.** deer **C.** eel **D.** sheep
5. **A.** eagle **B.** bug **C.** maid **D.** fail
6. **A.** bat **B.** leap **C.** heal **D.** seam
7. **A.** reap **B.** cap **C.** goat **D.** deer
8. **A.** cute **B.** tiger **C.** green **D.** pen