

1st, LA, short a and order of sounds

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VITAL INFORMATION

Total Number of Students	24
Area(s) Students Live In	Suburban
Free/Reduced Lunch	4
Ethnicity of Students	11 Caucasian, 10 Hispanic/Latino, 1 African American/Black, 1 Asian/Pacific Islander, 1 Mixed Ethnicity/ Other
English Language Learners	10
Students with Special Needs	Not yet assessed
Subject(s)	Reading
Topic or Unit of Study	Short a sound and phoneme isolation
Grade/Level	Grade 1
Comments	I will be conducting a small froup mini-lesson and running a language arts center. I am not sure how many students will be in my group. Probably 5 or 6.

KEY CONCEPTS & STANDARDS

Big Idea & Essential Questions	Phonemic awareness!
Learning Outcome(s)	SWBAT list several words containing the short a sound SWBAT correctly count the number of phonemes in spoken words with at least 80% accuracy SWBAT correctly identify initial, medial, and final phoneme sounds in 3 phoneme words with at least 90% accuracy
Summary	
Standards	USA- Common Core State Standards (June 2010) Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Grade: Grade 1 students: Content Area: Foundational Skills (K-5) Strand: Reading Domain: Phonological Awareness Indicator: c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Indicator: d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Comments	

ASSESSMENTS

Assessment/Rubrics	Diagnostic: I will ask students to all at once say the short /a/ sound Formative: I will note which students are able to come up with a word (new or something we've talked about) containing the /a/ sound Summative: I will watch as each student sounds out words (either on their own or after being told the name of an object) and note which students were or were not able to correctly count number of sounds in each word
Comments	

MATERIALS AND RESOURCES

Instructional Materials & Technology (handouts, etc.)	Houghton Mifflin leveled reading books 2 paper bags filled with small objects (key, tape, watch, ball etc.)
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Large paper divided into columns labeled 2 through 5
Optional activity: individual white boards and dry-erase pens

Comments

IMPLEMENTATION

Sequence of Activities

1. I will gather my small group at the U-shaped table in the back of the room.
Transition: As a group we will take 1 or 2 deep breaths, and smile to stay in the green zone
2. State the goals: I will tell students that we are working on 2 things today: 1 is recognizing sounds in words and 2 is the short /a/ vowel sound.
3. I will demonstrate the /a/ sound and ask students to say it with me (Hand signal for /a/?)
4. I will ask them to see if they can whisper /a/. I will ask them to show me without making the sound how their mouth looks. I will ask them to hold their fingers in front of their mouths while they say the word so that they can feel their breath while they say /a/. I will ask them to plug their noses and see if the sound comes out the same.
5. I will remind students about the words we talked about on Tuesday and I will ask the students to think of a word with the short a sound in it. (call on several)

Curriculum

1. We will pass out the Houghton Mifflin guided reading books. Each student will have his or her own book and I will have one copy.
2. We will read together as a group one of the stories in the book* and will discuss the story.**
3. As we read (taking turns or chorally) we will all move our fingers along the words on the page

*I am not sure if they are all on story 5 or if the students are at different points in the book. I will find out before school tomorrow.

**I will preview the story and see if it is appropriate for the students to hold up a finger if/when they hear the short /a/ sound

4. We will neatly put the books back in a pile and take a deep breath

Assessment

1. I will divide students into 2 small groups (2 or 3 students in each). Each group gets a bag and a chart. The chart is paper that has been labeled and divided into four columns numbered 2, 3, 4, and 5 at the top.
2. I will model pulling an object from the bag, saying what it is, and sounding out the phonemes. I will be sure to point out what to do if I don't know what an object is (ask your partner, then ask me)
3. I will show students on my fingers: 1) pull it out 2) name it 3) sound it out 4) put it down (Have the students hold up fingers with me and ask a student to tell me what they are going to do)
4. Do it: Have children from each group pull an object from the bag and count the number of phonemes they hear in the object's name. Ask them to place the object under the correct column on the graph. For example, a key would be placed under the 2 column; a penny would be placed under the 4 column.
3. Have students continue one-by-one until their bags are empty. Invite students to share their results.

Optional/if there's more time activity:

Use white boards and have students write the number of sounds they hear when I say words orally

Grouping Strategies

This is a small group lesson, so there will not be any groupings larger than 6 students at once. We use whole group instruction when we discuss the /a/ sound.

The students will be divided into smaller groups of 2 or 3 (preferably pairs) when they are performing their assessment

Differentiated Instruction

I will emphasize what to do when we need help multiple times during this mini-lesson--including using Spanish as a reasonable alternative if you know the name of something in Spanish but not English.

I will take care to model all expected behaviors.

I will check for comprehension after all directions given.

Comments

REFLECTIONS

Prior to Lesson

I feel that I need more concrete assessment such as a piece of paper to analyze afterwards
I need more differentiation!

Post-Lesson

Comments
