Name: Amelia Harkenrider

Subject Area and Grade: First Grade Spelling

Topic: Review Phonics Lesson on Blends

Learning Targets and Objective:

Skills/Content Taught in Lesson: Phonics review of beginning and ending blend sounds. Students need to recognize and be able to correctly enunciate each blend sound that has been learned (i.e. pl-, bl-, dr-, -nt, -ld, etc.) Students need to be able to recognize letters and their corresponding sounds in order to blend an entire word from specific letter sounds.

Goals for Students: Students will be able to successfully enunciate each letter sound and then blend each sound together to form a word, including sound blends.

Pre-assessment: 3 Part Drill (See below in introduction)

Objective: I CAN read and spell words with the blend spelling patterns

Standard:

FS1.3.b: Decode regularly spelled one-syllable words

Lesson Management:

Expectations for Learning Today:

- I will follow directions quickly
- I will raise my hand to speak
- I will keep my hands, feet, and objects to myself
- I will make smart choices
- I will make our dear team stronger

Positive Behavior Strategies I will use today:

- "Mirrors-on" activity where students echo expectations

- Visual representations of the expectations and reminders when needed

Introduction:

3 Part Drill:

Visual: I will hold up sound cards and students will look at each card and enunciate each sound that corresponds to the letter/blend.

Auditory: I will say a letter/blend sound and students will draw the letter(s) on a bumpy surface as we say each letter together. They will then underline what they have 'written' and we will say the sound again.

Blend: I will create words (real or fake) out of the specific letters/vowels/blends. The students will separate the word into its individual sounds and then say the blended word together.

Generate Interest/Hook the Learners:

Access Prior Knowledge: As we complete this drill students will notice the phonics patterns that they have learned before and begin to remember each letter/blend sound before beginning the review activity.

Review for Learners: This entire lesson is a review, but this 3 part drill is a review introduction before beginning the main activity.

Communication I Can Statement/Learning Targets: I will display the I CAN statement under the document camera and have the students echo read the statement with me.

Modeling "I Do":

I will choose one blue/yellow egg and display it under the document camera while my students are on the carpet (if there are behavior issues, we will first address expectations and wait for students to be ready). The worksheet will also be displayed under the document camera. I will

proceed to twist the egg in order to form my first word. I will explain whether it is a real word or a fake/silly word. I will then model how to determine which category to put the word into on the worksheet. If the word is real, I will put it in the left column, but if it is a silly word, I will write it in the right column.

Check for Understanding:

Questions to check for understanding: In order to see if students understand the expectations for the activity, I will ask students to put a thumbs up if they understand what I just modeled. I will then ask students to volunteer during the We Do portion of the lesson to see if they truly understand.

Nonverbal Checks for Understanding/Self-Assessment: I will ask students to consider what they just witnessed me modeling and to reflect upon what they noticed.

Guided Practice "We Do"

We Do: I will choose one blue/yellow egg and display it under the document camera while my students are on the carpet (if there are behavior issues, we will first address expectations and wait for students to be ready). The worksheet will also be displayed under the document camera. I will proceed to twist the egg in order to form my first word. This time, when the word is formed, I will ask students to raise their hand if they can say the word formed and determine whether it is a real or fake word. I will call on one student who has their hand up. As they explain, I will write the word in the correct column for the rest of the class to see under the document camera.

Visuals: I will display the class whiteboard visuals at the front of the class while students are at the carpet and for when they return for their independent work. The visuals I will be using will be: the name reminder, the think/reflect reminder, and the write reminder. I will display these

visuals in sequential order so that the students know what the expectations are for when they return to their seats.

Independent Practice "You Do"

You Do: Students will return to their seats. I will give each student two eggs (different colors for different levels of understanding). I will also give each student a worksheet. I will set the timer for 10 minutes for the students to twist their eggs and form as many words as possible.

Visuals: I will display the class whiteboard visuals at the front of the class while students are at the carpet and for when they return for their independent work. The visuals I will be using will be: the name reminder, the think/reflect reminder, and the write reminder. I will display these visuals in sequential order so that the students know what the expectations are for when they return to their seats.

Verbal Cues: I might have to remind students of the materials they need or the expectations for what they need to be doing.

As students work individually, I will walk around to monitor or assist students.

Materials:

Plastic Easter Eggs

Permanent Marker

Easter Egg Word Family worksheet

Prior Procedures:

1. Pull the plastic eggs apart.

2. Write the ending of the CVC word family on the bottom half (ex. _at, _ad, _in, etc)

3. Write 4-6 beginning sounds on the top half (ex. s, b, m, c) along the edge line of the egg. If you have larger eggs, which are more sturdy, you can fit more letters for the beginning sounds.

4. Put the egg back together.

5. Twist the egg to make CVC words. The kids will twist the plastic egg top around until all beginning sounds have matched with the word family (ending).

6. Write the CVC word on the printable Easter Egg Word Families recording sheet. The CVC Easter egg worksheet has 3 blank eggs. Those will represent the 3 word families that you choose to focus on

Lesson Procedures:

1. **Review Expectations**

    a. **Call on students to mirror**

2. **Introduce review of blends**

3. **3 Part Drill**

    a. **Place reminder sheet out for students to refer to**

4. **Model egg activity**

5. **Complete egg activity as whole group**

6. **Individual work**

    a. **Walk around to assist**

Closing:

Review of Learning Target:

Skills/Content Taught in Lesson: Phonics review of beginning and ending blend sounds. Students need to recognize and be able to correctly enunciate each blend sound that has been learned (i.e. pl-, bl-, dr-, -nt, -ld, etc.) Students need to be able to recognize letters and their corresponding sounds in order to blend an entire word from specific letter sounds.

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Objective: I CAN read and spell words with the blend spelling patterns

Connections for Future Learning:

Biggest Take-Away for Learners Today:

How will you know they know it?

Big Red Bow to close the Lesson:

Have three students share one funny word and one real word that they have created.

Assessment:

Evidence of Learning: I will check the completed worksheets to see the comprehension rate of the students.

Formative Assessments to Inform Future Instruction: I will use the data collected from the worksheet to inform my instruction for the following week. Based on the student responses, I can adjust my lessons for the following week to best meet students' needs.

Sources Used to Create this Lesson: Shannon Foerch

Differentiation: Students will get a specific color of eggs that will be differentiated.

Low: Easier words on eggs i.e. isp, ant, elf

Middle: Words with only a consonant and vowel and ending blend i.e weld, meld

High: Beginning and ending blends on eggs i.e. trent

Early Finishers: Pick a word and write it on the back in an original sentence.

Technology for this Lesson:

- Document Camera

Instructional/Management Goals I set for this lesson:

I hope to be able to manage behaviors, successfully and effectively teach the content, and assist

specific students all while my supervisor is present and do all of this well.

Questions for Mentor or College Supervisor:

What are some suggestions you have for how I could better support the struggling students? How

would you accommodate English learners?

Reflection (After Lesson is Taught):

What evidence do you have that the objective and learning targets were met?

I checked the worksheets that the students completed during the activity, and I saw that

students easily

Using your assessment data how will you change the lesson or instruction for the next time?

I will be using the data that I gathered from my phonics review lessons to adjust WIN

groups and know how to prepare my instruction for the following weeks concerning red word

review. Based on the data that I gathered from this activity, I will continue to introduce new red

words, while also incorporating old red words into the instruction.

How well did the students perform/respond?

Were all students engaged?

How was my timing?

I set the timer that Mrs. Foerch uses, so my timing was right where it needed to be.

How many students struggled? What can I do to help those students?

There were some behavior problems that caused distraction, otherwise all students knew what they needed to be doing and successfully completed the task.

For how many students was the content too easy? How can you extend the learning for them?

I differentiated the lesson for individual students, and according to the worksheet, it does not appear that the work was too challenging or too easy for any student. All of the students were at their unique instructional level. If I were to have a student who needed a further extension because it was too easy, I would have them create a sentence with one of their words. If a student needed more support, I would adjust the blend words to be shorter and familiar to the student.

What did everyone know? What did no one know? Were there any surprises?

There were no surprises. Everyone

Small goal for my teaching practice:

Continue to work on behavior management strategies that work during instruction.