

## Activity Plan Day 3

**Name:** Kayla Warner

**EDEL 200 Section 6**

**Email Address:** kswarner@bsu.edu **Classroom Teacher:** Mrs. J

**Grade Level:** K

**Topic:** short o

**Length of Lesson:** 30 minutes

**Lesson Objective:** *The students will **combine** letters of the alphabet to **compose** consonant-vowel-consonant words containing the short /o/ sound.*

**Common Core Standard:** K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

### **IN Indicator:**

- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### **Content:**

- Be able to repeat the short o sound.
- Be able to recognize what the letter o looks like in a word.
- How to blend CVC words together with a short o as the vowel.
- Be able to recognize short o word families and substitute in different letters to make new words with the short o.

**Materials:** laptop, alphabet card, magnetic board, picture magnets, magnetic letters and board, bag of rocks, foam balloons, darts, envelope booklets, pictures of word families, glue stick, pencil, stop sign, Hop on Pop book.

**I. Motivation:** Read the story Hop on Pop until I get to the line, "STOP You must not hop on Pop." I will bring in a large handmade stop sign and whip it out when I shout the word STOP in the story to really get the student's attention. Ask the students what vowel they hear in the word st-O-O-O-p.

**Goal for the Learner:** Today we are going to learn the short o sound.

## II. Procedure

**New information:** I will display an Alphabet Oo picture card with an octopus on it. I will then ask the students what is the picture on the card and inform them that octopus starts begins with /o/. I will have the students say it with me/o/, /o/, /o/, octopus. Remind them that when making the /o/ sound their mouth goes in the shape of the letter O. I will then show them a picture of an olive, a light switch being turned off, an ox, and an octagon because all these words start with short o. Have the students stand up and spread out arms length apart.

**Modeling:** I will stand up and explain to them that when I hold up a picture of a word that starts with the letter o they will h-o-o-op up and down and repeat the /o/, /o/, /o/ sound until I flash the next picture. If the word does not start with the letter o then they will freeze, extend their arm, and make the s-t-o-o-op sign with their hand. I will demonstrate the hopping and the freezing stop symbol pose.

**Checking for Understanding:** “Does everyone know what we are doing?”

**Guided Practice:** Show a picture an octopus, an igloo, an octagon, an umbrella, an ox, and an apple, while they either hop and say the o sound or freeze in the stop pose. I will be doing the hopping and stopping with the students.

**New information:** Bring in a picture of my dog to show the students. Ask them if they hear /o/ in the word dog. Spell out dog with magnets on my magnetic board. Have the students blend the letters together to read the word dog. Spell out a few other words and have the students read them as well.

-log

-lot

-dot

**Modeling:** I will have a bag of rocks and I will pour them out on the floor. I will then draw a card from a stack of picture cards that I will bring that are CVC words, such as log, dog, cot, hot, mop, top. I will then

hold up the card and show the students what I have and say out loud what I have. After that I will spell out the word with the rocks.

**Guided Practice:** One at a time the students will draw a picture card. They will say what the picture is on the card and then sound it out and spell the word with the rocks on the floor. The students can help each other and I will help them too.

**New Information:** Present a prezi on short u word families.

**Modeling:** I will make fake balloons out of foam. On each balloon I will have a word written on it. I will lie out three balloons and two of the balloons will belong to the same word family and one will not. I will stick a dart into the word that does not belong to “pop” the balloon.

**Guided Practice:** Each student will take a turn sticking the dart into the balloon that does not belong to the word family.

**Assessment/Practice:** The students will each be given little booklets that are made out of envelopes. On the outside of the envelope will be a word family written on it. On the inside of the envelope will be three different pictures, two of the pictures will belong to that specific word family written on the outside of the envelope and one will not. The students will determine which picture does not belong and will glue the two that do belong on the outside of the envelope and throw the one that does not belong away.

**Extention:** Sing along with the vowel bat song  
<http://www.youtube.com/watch?v=g43EfOXvpG8&feature=related>

**Closure:** “ Boys and girls, you have all done a great job today learning the letter u. We learned what sound the letter u makes, how to read words using the letter u, and we learned about word families and how to make new words by substituting in a new letter. Can anyone tell me some of the new words you learned today that had the /u/ sound in it?”

### III. Evaluation

	1 pt. (Needs Help)	2 pts. (Emerging)	3 pts. (Mastery)
Short i- Word Families	Unable to pick out the picture that did not belong in all of the envelopes.	Successfully removed the picture that did not belong in all but one envelope.	Pasted two correct words for each word family in all three envelopes.