

Activity Plan Day 1

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EDEL 200 Section 6

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Grade Level: K

Topic: a/e

Length of Lesson: 30 minutes

Lesson Objective: *The students will **combine** letters of the alphabet to **compose** consonant-vowel-consonant words containing the short /a/ and short /e/ sounds.*

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 a and e sounds.
- Be able to recognize what the letters a and e look like in a word.
- How to blend CVC words together with a short a and e as the vowels.
- Be able to recognize short a and e word families and substitute in different letters to make new words with the short a and e.

Materials: laptop, alphabet card, magnetic board, picture magnets, magnetic letters and board, plastic easter eggs, envelope booklets, pictures of word families, pocket chart, glue stick, pencil, bingo cards, egg, apple, teddy bear

Motivation: Bring in a hard boiled egg and an apple. Ask the students what they are. Ask them if they know what letter of the alphabet apple and egg start with.

Goal for the Learner: Today we are going to learn the short a and e sounds.

Procedure:

New Information: Display the a and e alphabet card and have the students repeat the sounds a and the e make. Go over cvc words that contain the short a and the short e.

- **bat** **-sled**
- **cat** **-ten**
- **pan** **-bell**
- **ham** **-bed**
- **fan** **-web**
- **crab** **-net**

Modeling: I have a pocket chart and on one side of the pocket chart I will put the “a” alphabet card at the top and on the other side I will put the “e” alphabet card. I have pictures of CVC words that contain the letters e and a. I will say the word of the picture out loud, and then place it underneath the a card since it will start with the letter a. I will then do the same thing with a letter that has short e in it.

Guided Practice: Go around in a circle one student at a time and He or she will say out loud what they have a picture of. They will then place it under the a side or the e side depending on what they have a picture of. The pictures will include: Pan, Bat, Ham, Bed, and Web.

New information: Bring in Ted, my Teddy Bear and tell the students that this is my Teddy Bear and his name is Ted. Ask the students if they can hear the short e sound in the word Ted. Spell out the word Ted on my magnetic board and blend the letters together to read the word Ted. Go on to tell the students that I believe that Ted is a pretty rad bear and ask the students if they hear the short a sound in the word rad. Spell out the word rad on the board and blend the letters together to read the word rad.

Modeling: Tell the students we are going to play Bingo. Get out a Bingo card and place it on the floor. Tell the students that I will hold up a word, such as a bed, and together we will blend the letters together to read the word. I will then look for the picture of a bed on the Bingo

board. Once I find the word bed I will place down my Bingo chip on top of the square.

Guided Practice: Play CVC Bingo. Pass out Bingo cards with various CVC words on it. Go over what each picture is on the Bingo card. I will have a group of cards with CVC words containing the short a and short e on them and together we will read the card by blending the letters together. The student will then find the corresponding picture on the bingo card and will place their chip on the correct picture. Each student will have the same board so they will all be winners in the end.

New Information: Present a prezzi to the students on my laptop about a and e word families.

http://prezi.com/bexkx3tju0c/edit/#26_22276633

<http://prezi.com/wjz915ixsbbq/short-a-word-family-tree/>

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.

Extension: 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 letters a and e. We learned what sound the letters a and e make, how to read words using the letters a and e, 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 /a/ and /e/ sounds in it?”

III. Evaluation

	1 pt. (Needs Help)	2 pts. (Emerging)	3 pts. (Mastery)
Short a and e- 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.