

Activity Plan Day 2

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EDEL 200 Section 6

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

Grade Level: K

Topic: short u

Length of Lesson: 30 minutes

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

-Be able to recognize what the letter u looks like in a word.

-How to blend CVC words together with a short u as the vowel.

-Be able to recognize short u word families and substitute in different letters to make new words with the short u.

Materials: laptop, alphabet card, magnetic board, picture magnets, magnetic letters and board, plastic cups, step booklets, crayons, pocket chart, glue stick, pencil, Jiminy Cricket stuffed animal, carpet squares(rugs)

Motivation: Bring in Jiminy Cricket stuffed animal. Ask the students if they know who he is. Ask the students what is in Jiminy's hand, an umbrella. Ask them what sound they hear at the beginning of /u/ u/ umbrella. Ask them what kind of animal Jiminy is. If they say cricket then ask them what kind of animal a cricket is considered until they say bug. Ask them what sound they hear in the word b /u/ /u/ /u/ g.

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

Procedure:

New Information: Display the u alphabet card and have them repeat the sound u makes.

-Go over words that contain the short u.

- mug
- sub
- tub
- cup
- rub
- hug
- fun

Checking for Understanding: Can everyone make the short u sound for me one more time?

Guided Practice: Pass out picture cards and the students will place the pictures on the appropriate side of the t-chart depending on if the picture contains the letter u or not.

- mug
- tub
- sub
- pup
- bug

New Information: Tell the students about how you can hear the /u/ sound in the middle of some words like bug, rug, mug, cup, pup, hut, bus.

Modeling: Lay out the rugs and read the words on the rug together and decide which ones have words that contain the letter u. Walk in a circle around the rugs and tell them that there will be music playing and when the music stops I am quickly going to sit on a rug that has a word with the letter u in it.

Guided Practice: Play a game kind of like musical chairs, but musical rugs and each rug will have a CVC word on it. I will play a song and when the music stops the students will have to sit on a rug that has a CVC word with the letter u as the middle letter.

New Information: Tell the students about word families and how you can change the first letter of a word to change the whole word.

Modeling: With see through cups I will have a word ending on one cup and a consonant on another cup. I will put one cup on top of the other to make a word since they are see through you will be able to see the other letters through whichever one is on top.

- cup
- pup
- bud
- mud
- sud
- cub
- tub
- rub

Guided Practice: Make words together out of the cups.

Assessment/Practice: The students will each be given a step booklet and on each page will be written a word family. The students will be given the first letter and then will have to fill in the last two blanks of whatever word family is on that page. The students then can draw and color pictures.

Extension: Sing the song Vowel Bat together
<http://www.youtube.com/watch?v=g43EfOXvpG8>

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 u Word Families	Unable to correctly finish any of the word endings.	Finished word endings, but unable to read it and draw a picture to go with the word.	Finished all word endings and drew pictures to go with the word.