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Edel 200 Section 6 Group A-2

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Grade Level: K

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Of Minutes: 30

Lesson Objective: *The students will **combine** letters of the alphabet to **compose** consonant-vowel-consonant words containing the short /i/ 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 i sound.
- Be able to recognize what the letter i looks like in a word.
- How to blend CVC words together with a short i as the vowel.
- Be able to recognize short i word families and substitute in different letters to make new words with the short i.

Materials/Media: laptop, Curious George: Big and Little book, stuffed animal pig, alphabet card, magnetic board, picture magnets, magnetic letters and board, plastic easter eggs, envelope booklets, pictures of word families, short i word flash card game

I. Motivation: Play the song from

<http://www.youtube.com/watch?v=0mFXFmIbTR8>

Goal for Learner: “Today we are going to learn about a new letter, letter i. Letter i is a vowel and by the end of today you will know what sound the letter i makes and how to make words using the letter i.

II. Procedure

New Information: I will display an Alphabet Ii picture card with an igloo on it. I will then ask the students what is the picture on the card and inform them that igloo starts begins with /i/. I will have the students say it with me/i/, /i/, /i/, igloo.

Checking for Understanding: Ask the students if they can think of any other words that being with the /i/ sound. Wait for a response, if they are unable to think of any then I will suggest some emphasizing the /i/ sound. After that I will pass out one card per student that has a picture on it of either something that starts with short i, or something that does not.

Modeling: I will get out a magnetic board that has a t-chart on it and I will hold up a card with a picture of something that starts with a short /i/. I will say the word of the picture out loud, and then place it underneath the side of the t-chart with a green check. I will then pull out a picture that does not start with a short /i/ sound, I will say out loud what the picture is, and then place it on the x side of the t-chart.

Guided Practice: Go around in a circle one student at a time and they will say out loud what they have a picture of. They will then place it under either the check mark or the x part of the board depending on whether or not it starts with a short /i/ sound.

Checking for Understanding: Hold up a stuffed animal pig. Ask the students if the word pig begins with the /i/ sound. Pass the pig around the circle and have them say a word that begins with the /i/ sound when they are holding the pig.

New information: Ask the students if they hear the /i/ sound in the word pig. Explain to them that /i/ can be heard in the middle

of the word pig. With magnetic letters I will spell out the word pig on a board my board and I will say let's blend the sound of each letter to read the word /p/ /i/ /g/.

Modeling: I will lie out the flash cards on the floor and I will pick up one of the cards, which will have a CVC word on it. I will sound out each letter one by one and then say the word altogether. I will then tell the students that I will keep that card because I sounded out the word correctly.

Guided Practice: The students will take turns of picking a card and sounding out the word and reading it out loud. If they read the word correctly they will get to keep the card. There will be some cards that have either a smiley face card hidden underneath it or a frowny face underneath it. If they pick up a card that contains a smiley face they will get to go again. If they pick a card that has a frowny face they will lose their turn.

New Information: I will tell the students that I have a presentation for them on my computer that will tell them about word families. While I am pulling up the prezzi I will inform the students that word families are words that have the same ending sound. I will then present my prezzi to the students, which contains three different word families with three to four words for each family.

Guided Practice: I will have plastic Easter eggs in a basket that I will get out. On the one side of the egg I will have a word family written on it and on the other side of the egg I will have written down various consonants. I will have the students pick different consonants for each word ending so they can see how to change one word into a new word but keeping the same ending.

Assessment/Practice: The students will each be given little booklets that are mad 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 one does not belong inside the envelope and will take it out.

Extension: Read the book, Curious George: Big and Little.

Closure: “ Boys and girls, you have all done a great job today learning the letter i. We learned what sound the letter i makes, how to read words using the letter i, 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 /i/ sound in it?”

III. Evaluation

	1 pt. (Needs Help)	2 pts. (Emerging)	3 pts. (Mastery)
Choosing which picture does not belong to the word family.	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.	Successfully removed the picture that did not belong in all envelopes.