

For my EDEL 200 class I was assigned to Miss J's Kindergarten class in which I was given a group of five intellectually and behaviorally diverse students to teach the short vowels to. Overall, my students responded well to my lesson, but they all acted quite differently from one another while I taught. One of the boys in my group craved attention and acted up almost throughout my whole lesson. He had a difficult time staying seated and wanted to stand up and wander around the room. On the other hand, I had another boy in my group who was very quiet and paid attention to my whole lesson undividedly. This particular student was very easy to work with. Similar to my well-behaved male student, I had a female student who was also very polite and respectful while I was instructing and did not interrupt and would raise her hand when she had a question or comment. There was another female student in my group who was hyper and sometimes was told more than once for what she should be doing, but overall, she did listen to me. I believe that this specific student desired attention too, just like the male student I described earlier. My last student, did not talk a whole lot and was in her own world, however, she occasionally would try to sit really close to me or even climb on me or try to grab and hold on to my arm while I was teaching.

My objective for my lesson was for the students to be able to combine letters of the alphabet to compose consonant-vowel-consonant words containing the short /i/ sound. The Common Core Standard was K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). One standard indicator that I chose was 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/.) The other indicator I used was e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

The content I covered during my lesson was what sound the short /i/ made when spoken, how to recognize and read CVC words with the letter /i/ as the vowel, and I also covered what word families were and how changing the first letter of a word can make a new word that rhymes with the original word. I used a variety of materials to teach my lesson. Visual aids, children's literature, hands-on activities, and technology were all strategies that I utilized to reach overall effectiveness in my lesson of the short /i/ vowel. For my motivation in my lesson I used a song from Youtube that contained words with short /i/ in them, which the students really enjoyed. This material was very

age appropriate and effective. My students knew after watching the video that they were going to be learning about short /i/. I used an 8.5 by 11" laminated picture of an igloo with the letter /i/ below it to introduce the letter /i/ and provide a visual of what the letter /i/ was and the sound it made. I then handed out small pictures to the students that were CVC words that contained the letter /i/ as the vowel and the students had to tell me what they had a picture of and whether or not they heard the /i/ sound in the word. After we practiced CVC words a little bit by doing this activity we then played a game to practice reading CVC words. Small flash cards with CVC words were placed face down on the floor. Each student took turns flipping over a card and reading the word on the card and if they read the word correctly they kept the card and waited until their next turn. If they did not read the word correctly, I had the student place the card back down and try again with my assistance in sounding out the word. After mastering the CVC words, I taught the students about word families through an online Prezi. I then had the students mix and match tops and bottoms of plastic Easter eggs to create their own words and help them to better understand word families. After practicing making their own words, the students then were each given a booklet made out of three envelopes stapled together.

Inside each envelope there were three pictures, two of which were in the same word family and one that was not. The students had to decide which picture did not belong and throw it out. This activity, along with the rest of my activities, was age appropriate because it caused them to think yet it was simple enough for them to complete. All of my materials were bright and fun and my students, overall, were engaged in the activities.

While observing the students during the lesson I noticed that by the end of the lesson they had in fact learned. Prior to teaching my lesson a few of the students already knew what sound the letter /i/ made and was capable of easily reading CVC words. My practice/application activity was on word families and recognizing which picture did not belong to the family. When I first introduced the concept of word families to the students most of them looked very confused, however, they all were able to complete the practice/assessment activity with no or little problems. My students acted up a little during my teaching and I think that this was because there was too many activities and kindergarteners do not have that long of an attention span. For future planning I would try to incorporate more activities in which the students were actually more physically

active instead of just sitting down the entire time. I think that if they were up moving around more then they would not lose interest as fast and would behave better. One thing that caught the students' interest was when I used my laptop to teach them about some of the different short /i/ word families. The students were very intrigued in the lesson when I used my laptop, so in the future I will make sure to incorporate technology in my planning.

Teaching the vowel sounds was a great experience for me. There were definitely very stressful and overwhelming moments during the preparation process. I knew that teaching required a lot of work and planning, but I did not realize just exactly how much work it would be. I think that because it was my first time ever making a lesson definitely made it a lot more difficult. I think that if I were to do all of those tasks again it definitely would not take as much time to do. In the end, I feel like I did a good job at teaching my students and I felt that they felt very satisfied in the end as well. One thing that I will need to improve on is being more authoritative and stern with my students. Instead of asking them to do something such as sit down or be quiet I will firmly tell them. I also will do a better job at getting to know my students prior to teaching my lesson so that I will be more aware of who will be able to

complete things easily and who will need more help. Through this whole process I definitely learned that teaching takes a lot more work than most people give it credit for. I also learned the importance of being stern with the students. At first I was a little timid and hesitate to raise my voice, but by my fourth day teaching I discovered that it really did work to tell them what to do instead of asking. By the time I got to the practice/assessment part of my lesson the students were starting to lose interest, so I think that something I might change about my lesson is definitely the assessment part. I would change it to something that is more engaging and maybe less confusing to the students. A couple of the students understood what to do right away, but for the others it took a little bit of time to figure it out. I think that it might have been too advanced for some of the lower learners, so I need to make my assessment adaptable for the high and low learners. Overall, teaching Mrs. J's kindergarten class was a successful and wonderful teaching experience for me. I definitely feel like I learned a lot about what it is like to be a real teacher and I believe that with more practice I will undoubtedly be ready to be a future teacher.