

Name: Amanda Tate
School: Campbell Elementary
Subject: Reading

Date:
Grade Level: P2/1st
Topic: CVC Rule

Lesson Length: 20 minutes
of Students:
of IEP Students:

ACTIONS-

Objectives-

Students will be able to identify and differentiate between consonants and the common vowels.

Connections-

AE 1.2 Students make sense of the variety of materials they read.

RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages.

Context-

The students were taught their letter names and sounds during their P1/Kindergarten year. The P1 teachers briefly discussed vowels and consonants in the introduction of each letter.

In this lesson, the students in a small-group collaborative setting will review which letters are consonants and which letters are vowels. They will be given opportunities to practice identifying consonants and vowels. They will separate the vowels from the consonants in a differentiating activity.

Materials-

Large white board
Small individual white boards
Dry Erase Markers
Individual bags of consonant letters
Individual bags of vowel letters

Technology-

Computer with internet access
Smartboard if available

Procedure-

1. Sing and sign the alphabet song with the students.
2. Point to the question on the white board—"What letters are vowels?"—and ask the question aloud. Write the responses (if any) on the board under the question. Then, have the small group of students gather around a computer (or use a Smartboard if available). Let the students watch and listen to Laird's Vowel Song at <http://www.brightcove.com/title.jsp?title=307736848>.
3. After the video has played, redirect attention to the white board and let the students erase any previous incorrect guesses. Make sure that a, e, i, o, and u are listed under the question. If any of the students ask about y, praise them and note that y does sometimes make a vowel sound but for this lesson we will practice y as a consonant.
4. Remind the students that any letter in our alphabet that is not a vowel is a consonant. Let the students name some consonants. Individual white boards and markers can be

- used for students who prefer to write some consonants to share with their small group peers.
5. Point to the vowel question and ask it aloud again. As the students respond, sign each of the vowels.
 6. Then, give the students each a bag of consonant letters and a bag of vowel letters. The students may work with a partner or by themselves to mix up the letters and then separate the consonants and vowels.

Student Assessment-

The teacher will assess students' learning by observing their participation in the group activity and in the individual/partner activity.

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ACTIONS-

Objectives-

Students will demonstrate knowledge of the short vowel sounds.

Connections-

AE 1.2 Students make sense of the variety of materials they read.

RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages.

Context-

In the previous lesson, the students reviewed the vowel letter names. During this lesson, they will practice the short vowel sounds. They will again be receiving instruction in a small-group setting.

Materials-

Large white board
Small individual white boards
Dry Erase Markers
Vowel letter flash cards
Vowel picture cards

Technology-

Computer with internet access
Smartboard if available

Procedure-

1. Sing and sign the alphabet song with the students. Review vowels and consonants. Have the students write the 5 common vowels on their white boards or say the vowel names aloud.
2. Have the students gather around a computer (or use a Smartboard if available). Let the students watch and listen to the signed vowels and short vowel songs on www.starfall.com. They can participate in the singing if they are able and would like to do so.
3. Then, play a letter flash card game with the group. The teacher will hold up a card with a vowel on it. She will sign and say aloud the vowel's name. Whichever student's turn it is will either say the short vowel sound, draw a picture of something that begins with that sound, or point to a picture card that begins with that sound on the table (for example—if the card is e, the student can say /e/, draw an object that begins with /e/, or point to the /e/ picture on the table).

Student Assessment-

The teacher will assess students' learning by observing their participation in the group flash card game.

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ACTIONS-

Objectives-

Students will read CVC words.

Connections-

AE 1.2 Students make sense of the variety of materials they read.

RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages.

Context-

The students were taught their letter names and sounds during their P1/Kindergarten year. In the previous two lessons, the students have reviewed vowels and the short vowel sounds. In this lesson, the students will use the consonant sounds learned last year with the short vowel sounds to read three-letter CVC words. The students will again be receiving instruction in a small-group setting.

Materials-

Large white board
Small individual white boards
Dry Erase Markers
CVC Picture cards
CVC Word cards

Technology-

Student computers with internet access

Procedure-

1. Sing and sign the alphabet song with the students. Review vowels and consonants. Have the students say the vowel sounds aloud or point to pictures that begin with each identified vowel.
2. Explain the CVC rule to the students. Write “cat,” “mop,” “leg,” “pig,” and “rug” on the white board with appropriate picture cards beside each. Read each word aloud, pointing to each sound as it is said. Identify the signs for each word also.
3. Have the students go to the individual student computers, and help them log onto www.starfall.com. Once there, the students should watch/listen to the vowel movie. Then, they can choose to play the short vowel matching game, play the CVC build a word game, or read one of the CVC books.
4. After the students have had the chance to play at least one game, the teacher will ask them individually to identify a CVC word either on the computer or from a word card. If there are any visually impaired students, the teacher will spell the word aloud. Any of the students may identify the given word orally, by signing, or by drawing a picture of the word.

Student Assessment-

The teacher will assess students' learning by their individual responses to the computer words, the word cards, or the voiced spelling. The students should be able to read the CVC words.