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### Lesson Plan – Long Form

Subject: Reading

Grade Level: 1st

Topic: Phonics - Decoding Word Families

#### Objective(s):

- TEKS:
  - (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - (B) demonstrate and apply phonetic knowledge by:
      - (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words
- SWBAT:
  - #1 - use the onset and rime segments and blend to create words
  - #2 - sort VCV words by family
- ELPS
  - (4) Cross-curricular second language acquisition/reading.  
The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:
    - (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

Language Demand	Language Support
Function Evaluate	The teacher will model how to select the onset and rime and blend the sounds to create words.
Vocabulary Onset-rime word family	The teacher will define and explain what onset-rime and word families are.
Discourse or Syntax Will be able to blend the onset-rimes and blend the sounds to create words	The teacher will model how to create words and then sort into word families.

### Introduction

- Entry/Daily Review/Anticipatory Set:
  - I will start the day off by reviewing what we have learned so far about short vowels and the b, d, p, and q letters.
  - I will then talk to her about how now that we know short vowels and consonants we are now able to sound out words. I will talk to her about how this process will help her reading books.
- Lesson Rationale:
  - I will now tell her how learning to sound out the separate parts of a word makes reading easy for us. We will talk about how we can decode words by just simply blending the sounds we already know to create the words in the story.

### Body

- Input/Presentation/Modeling:
  - I will first start by showing my student a video showing her how to separate the sounds and then blend them together. **SWBAT #1**

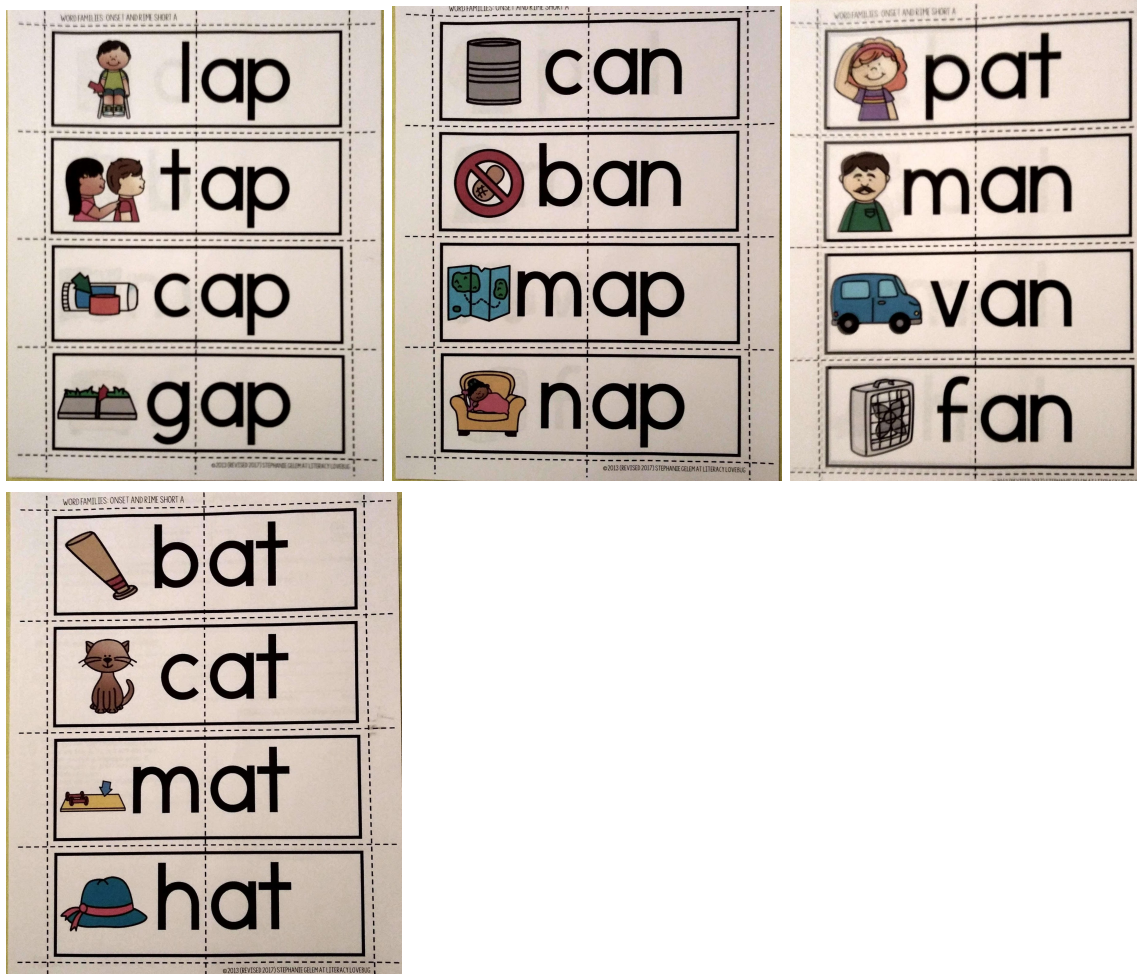
<https://www.youtube.com/watch?v=chHz3bo3f1U>

- Guided practice/Monitoring and Adjusting/Checking Understanding:
  - My student will now use the onset-rime cards to create words. **SWBAT#1**

- I will do the first set and show her how to sound out the onset and then the rime to create a word by blending the sounds.
- My student will then connect the other cards to create words
  - She will sound out the onset and then the rime and blend the sounds to read the words
  - I will monitor and assist as needed
- o My student will then take the words and separate them into word families.

**SWBAT #2**

- I will show her the first two by explaining the ending rime is what creates the word family
- My student will then separate the rest of the words into their word family



- Independent Practice/Opportunities for Practice:
  - My student will now do the “My \_\_\_at Hat” activity. **SWBAT #1 & 2**
    - She will take the onset letter and add it to the rime
    - she will then read the word
    - I will also ask her to identify if these words are all from the same family

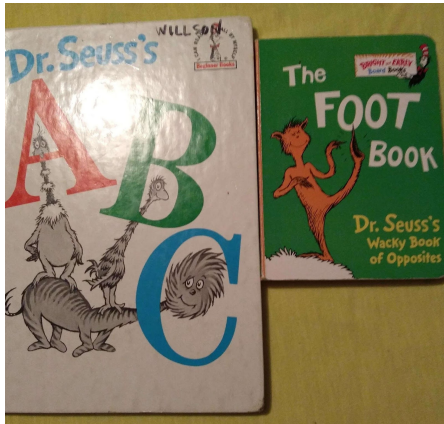


- Modifications for Learners with Exceptionalities
  - The onset-rime cards have pictures of each word to help the student read the words

### Conclusion

- Assessment of Learning:
  - I will now tell her that it is Dr. Seuss day and she will now read Dr. Seuss books. **SWBAT #1**
    - I will ask her to use the knowledge she just learned about onset-rime and read *The Foot Book*
    - I will monitor her and make sure she has understood how to blend the sounds

- If she is able to 90% of the words I will consider that she has learned this lesson - if not I will re-address.



- Extension
  - I will have *Dr. Seuss's ABC* book to read with her if we finish early
- Closure
  - To end this lesson we will talk about the words we were able to read today. I will remind her of how short vowels, onset-rime, and learning the b, d, p, and q will help her read other books.

### Materials Needed

- Onset-rime cards
- My at hat activity
- glue
- books
- video

### Sources:

- <https://www.youtube.com/watch?v=chHz3bo3f1U>
- Teachers pay Teachers