

Lesson Plan Number: 2

Lesson Title: Phonics- Decoding CVC and CVCC words That Contain the Short O Vowel.

Grade Level: Kindergarten

Content Standards:

(B) demonstrate and apply phonetic knowledge by:

(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;

C) demonstrate and apply spelling knowledge by:

(i) spelling words with VC, CVC, and CCVC;

Learning Objectives:

At the end of this lesson, the students will be able to:

1. Decode CVC and CVCC words by using letter-sound relationship. SWBAT1
2. Define: decode, vowel, short vowel. SWBAT2
- 3.

ELPS:

(2) Cross-curricular second language acquisition/listening.

(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.

(3) Cross-curricular second language acquisition/speaking.

(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.

(4) Cross-curricular second language acquisition/reading.

(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 Demands	Language Supports
Function Decode CVC and CVCC words by using letter-sound relationship. SWBAT1	I will review the vowels and show a video about the short O vowel sound. I will demonstrate how to decode CVC words using the short O. Then, I will give different activities to practice writing and decoding CVC words.
Vocabulary 2. Define: decode, vowel, short vowel. SWBAT2	I will define the words vowel, short vowel, and decoding. I will follow their definition by using concrete examples.

Focus/Attention-Getter:

I will say, "Good morning boys and girls. Today we will continue talking about the vowels in our alphabet. Can anyone please tell me what are the five vowels? Remember the first one is A, then..... Excellent job! A, E, I, O, U. Today we will focus on the O. More specifically the short O."

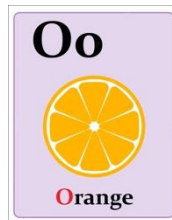
Background Information/ Lesson Rationale:

I will continue, "I found a video that will help us learn how to pronounce the short O together. I would like for everyone to stand up and sing and dance as loud as you can!"

Show video: <https://youtu.be/NFe1JXK8nT4>

Input/Presentation/ Modeling:

I will display on my board the letter O. I will also give each student a card that has the letter O associated with a picture. After watching the video, I will say, "everyone please hold your short O down to your toes. It is a shorter sound. Very good, like a mentioned before, today we are talking about the **short O. It is one of our 5 vowels.** Ms. Garza, what is a vowel? Thank you for asking. **A vowel is a letter from our alphabet that helps us pronounce words.** Everyone says (make short o sound a couple of times).

**Guided Practice:**


I will continue, "When a short O is between consonants, it makes this sound (we practice the sound). We are **decoding**. Decoding means sounding out the letter O. Let's look at some examples boys and girls."

I will give everyone a worksheet that has different objects and things. As we sound out each letter with the corresponding sound, we will practice fine motor skills by writing the short O in the word.



I will say, "Number one starts with the letter s, what is that sound? /s/ then, look a blank space! Here we are writing the letter O (we practice writing it). Now, we are going to pronounce it as a short O. Everyone say /o/. So, we have /s/, short /o/. What is the next letter.. c and we pronounce it as /k/... Good job everyone.."


Then, we will match the word with the corresponding picture. We will do this as a class. I will model pronunciation and will be asking questions about the consonants as we go. Each time we write down the O we have to sound it out.



Short Vowel o Write O on each line. Draw a line from each word to the correct picture.


s_ ck 

f_ x  

d_ ll  

m_ p  

p_ t  

b_ x  

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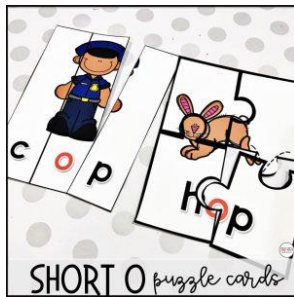
Independent Practice:

For independent practice I want to make sure students are practicing letter-sound association. I will have students work in groups of two to play the following game. The rules are they have to look at the word and decode the letters. Once they do that, they must blend the sounds to form the words. Blending the sounds together will help them determine where to place the word to the correspondent picture.



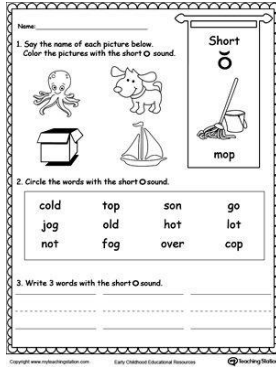
The words in the game are in CVC format.

For this puzzle cards game, the students will have more practice decoding CVC words and matching the picture. They have to use different voice sounds as they decode. For example (loud voice, grumpy voice, silly voice, etc).



Assessment:

Students will complete this worksheet independently. If the student gets 6 out of 9 items correct, it will demonstrate that they have mastered today's lesson.



I will modify the word bank and just do 7 words instead of 12.

Closure:

As students walk out of the room, I will ask every student to shout out one word with a short o vowel. They can choose a word they learned today or a new word we didn't cover that has a short o vowel.

Modifications for Learners with Exceptionalities:

Students with IEPs/504 Plans:

I will make sure to spread the classroom around. I will minimize distractions and provide quiet workspaces for students to concentrate during the independence practice and assessment.

Students with Specific Language Needs:

I will make a connection between their language and the lesson. I will also slow down instruction and model pronunciation on one-on-one basis.

Students with Other Learning Needs:

I will help students with other learning needs by modeling completed worksheets about the short o vowel.