Allison Schott

EDR 325: Reading Practicum

Lesson Plan 1: K Center

Implemented: Tuesday 3/22/11

Beginning and ending sounds

**Grouping Pattern**

This lesson will be done with a small group of four students.

**Objective**

Students will be able to work on their handwriting and their phonemic awareness.

**PSSA Standards**

**1.1.K.D:** Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge

**1.1.K.E:** Demonstrate accuracy and automaticity in phoneme segmentation, letter naming, letter-sound correspondence and blending (decoding) simple words.

**1.9.K.A:** Gain information using media and technology resources with adult assistance.

**1.8.K.B:** Locate information on identified topics with teacher guidance

**Teaching Strategy**

· **Introduction** – I will introduce the topic by explaining that we can spell by sounding out words. I will give them some examples such as top, end, lap, and hat to have them model the way we sound out words in the class. I will then show flash cards with letter on them and the students will sound out the letter together.

· **Model** – After we finish the activity with the flash cards, I will explain that we are going to use the IPad and tell them what it is. Then I will give them each a piece of paper and explain the game that we will play. (The game we will play is called “Word Magic” and the game deals with picking which letter goes in the beginning, middle, or end of a word.) I will show them the first word as an example and we will sound it out together. Then I will ask them which letter goes in the blank spot and I will pick the answer they selected. (I will be showing them how softly to touch the IPad.) Then we will continue the game except the students will write down their response and that is how the voting will take place. In addition, each student will have a chance to touch the IPad.

· **Feedback** – I will be getting feedback from the students by seeing what their answers are on the paper. In addition, I will be watching to see if they understand the idea of sounding out the words to figure out how the word is spelled. By writing the letter down on a sheet of paper it will allow each student’s voice to be heard while still allowing them to think to themselves.

**Practice/Application**

The guided practice will be done as a small group which is with the IPad. I believe that this application is a great tool that can be used in any classroom. This idea can also be done in multiple ways, but I believe the IPad spins this idea into a fun and positive game. If the students get it wrong, the game says “Try again” or “You can do it!”. It is very nice to know that the students don’t feel very bad about their wrong answer. If I know the students have the wrong letter, I will still have them press the wrong answer so they can re-think their answer.

**Review**

At the end of the lesson we will review the method of tapping out the word by using our bodies. I will then ask them if they feel like it helps. I will show them that for small words that it really helps. In addition, I will encourage them to do it in the class. Lastly, I will ask them to spell for me four words (car, wig, help, and start). This will challenge them and help them to understand how much the tapping method helps.

**Evaluation**

I will be able to tell if the students have made progress toward gaining control of the critical element by watching to see if they are using their body’s to pronounce the words shown on the IPad and also words that I ask them to spell. In addition, I will be looking at their papers to see if they have improved their hand writing skills and that they know which letter is which.

**Differentiation**

This lesson can be differentiated for low level students by having maybe only two letters as options rather than four letters. In addition, the teacher could sound out their letter options for the words for the students. If the teacher wanted to do this as a whole group activity the teacher could set them up as teams and do it as whoever gets the answer the fastest get’s to press the IPad (hopefully it would connect to a projector or the smartboard). The teacher would split the groups up evenly and not have all of the higher reading level students together and the lower level students together.

**Technology**

In this lesson, I am using the IPad. The purpose of using the IPad was to let the students experience technology that they may not be able to obtain and to have a fun and positive game played. This game really allows the student to feel proud of their answers and even twhent ehy get it wrong it doesn’t correct them, but encourages them to do better.

**Materials**

The following materials are needed to complete the lesson:

* Paper
* Pencil
* IPad

**Teacher Reflection**

I believe that this lesson was actually easy but creative to plan. I was looking for different ways to use technology when I came across this game on the Ipad. This game is a fun and motivating game that I believe is great for all students. I chose for my objective to be working with letter sounds at the beginning and ending of sentences because it seems like an ongoing process that the students were working on. I decided to have the students write their answer first on a piece a paper because it gave the students a chance to work on their fine motor skills with hand writing, in addition to giving students extra time to think about their answer. It would also allow for the students to not be calling out the answer and causing chaos. I believe that the students did very well at the game. Of course it would have been nice for all of them to have one, but it was not possible. They were very interactive with it and they just loved seeing the new technology being used. The students were also very passionate and tried to help out one another. Overall, the lesson went very well. The students really loved the activity and even asked if we could play with the Ipad again later on in the day. In addition, the students worked very well with touching the Ipad. If I could change something, I would probably allow the students to use their own, if they were available and I would find a program that lets a person pick the ability level. With this game, I did not have this option. One noteworthy response I received is when the student knew that there was an “e” at the end of “blue”. I was very surprised and she did this all on her own.