

IWU Lesson Plan Template

Candidate: Lorena Vaughn
Grade Level: 1st
IWU Course: 3SU2022

Teacher:
Content Area: ELA
Date: 7/5/2022

I. Planning	
Standard	1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V,VV,VCe), independent of context
Learning Objective	The (A) students will each be able to (B) identify and create words in major syllable patterns (C) using moveable alphabet to spell out words and then writing these words in their journals with (D) 80% accuracy or more before moving onto next list
Differentiation	<ol style="list-style-type: none"> 1. Most students will use the moveable alphabet and a composition journal (PRODUCT) 2. Struggling readers can focus on the individual letter sounds versus trying to spell out the full words (CONTENT) 3. Struggling writers can repeat and read the words but skip writing them in a journal if that step is too difficult. (PROCESS & PRODUCT) 4. We can do this lesson in pairs or small groups to further support students who need more guidance. (PROCESS & PRODUCT) 5. When our lower-level readers are really struggling in reading, we have them also use a reading program called Lexia. This program walks them through reading skills and also reads the text and sounds aloud. It uses gamification, and students progress through levels as they successfully answer questions.
Resources	<ul style="list-style-type: none"> ● Moveable alphabet ● Journals ● Pencils ● Picture booklets of one-syllable words such as "cat, hat, dog..." ● Tablet if using Lexia the online reading program.

II. Delivery & Assessment of the Lesson	
STEP A: Anticipatory Set	<p><u>1. Activating Prior Knowledge</u> Review consonant sounds independent of vowels. Review short vowel sounds.</p> <p><u>2. Hook:</u> You might be surprised at how many words you can figure out. Can I show you the booklets I picked out? I will show you how you can practice matching these picture cards to the words and sounds you know. I can't wait to see how many words you know! (For my kids that like challenges I might say, "I bet it would be SO hard to figure out all the words in that level!")</p> <p><u>3. Statement of Learning Objective:</u></p> <ul style="list-style-type: none"> ● To begin forming and reading and spelling three-letter short vowel phonetic words
	<p>STEP B: Sequential Step-by-step Procedures</p> <p><u>1. Development:</u> The student will practice decoding pictures and correlating one syllable words to the picture cards from the Waseca Reading Program. The students will demonstrate their knowledge of phonetic sounds by spelling out the sounds using the letter tiles. (Bloom's Taxonomy-Level 3 Applying)</p> <p>-Find the Waseca drawer and select the "Red" words. https://share.getcloudapp.com/Z4uj5Pl -Prompt the student to get his/her mat and roll it out on the floor. Have them get their "Red" Waseca words and set them on the mat. Have them gather letter tiles to accompany the word cards. Have them get their journal and a pencil. Then follow the modeling instructions below to teach a lesson. Have child record their work. Check their work. Once complete, they can continue on to do more Waseca language lessons, or they can select another work from the shelf.</p>



2. Modeling:

“Look at this card. Here is a picture of a cat. I will look through my letter tiles and try to spell the word out on my cat by this picture.” The teacher finds the letter tiles and neatly places them by the picture on the mat. “See look! It is c-a-t.” The teacher makes sure to stress each phonetic sound and taps each individual letter tile as she says its sound. “Ok, now it is your turn...give it a try”. The teacher watches the child follow the steps. After the child does this teacher says, “Great

	<p>job. Now keep going and list out at least all Red cards and words. When you are done please write them in your journal. When you are all done I will come by and check your work. Raise your hand to show me you are done, and please wait patiently. I will be excited to see your list.” (For more advanced writer challenge them to write the words in their best cursive.)</p> <p><u>3. Questioning:</u></p> <p>Review each word and ask them, “What word is that?” (Bloom’s Taxonomy-Level 3 Applying) At the end, “Was that hard or easy to do?” “Were there any letters that are hard to figure out that I could help you with?” (Bloom’s Taxonomy-Level 4 Analyzing)</p>
<p>STEP C:</p> <p>Student Practice</p>	<p>They pick out the next level of Waseca words to write out. They repeat the same process to illustrate mastery.</p> <p>“Start the assessment with the list of words for Red. As you read each word aloud from the list, have the child spell the word either by using the letter tiles or writing. If they can successfully spell the words in the Red list, move on to the Orange list. If they misspell just one of the words from the Red list, you may also move on to the Orange list. If they misspell more than one of the words from the Red list, use this level as their starting point in the Waseca Reading Program. If a child is successful with the Red list, continue through the lists in order of the color progression (Orange, Yellow, Green, Aqua). Use the same method as above: read the word list aloud and check the child’s spelling of each word. Stop when they misspell more than one word in a list or seem frustrated.”</p> <p>https://share.getcloudapp.com/Z4uj5Plv</p>
<p>STEP D:</p> <p>Assessment</p>	<p>Teacher record the number of words written correctly. Have the child repeat word families until all are correct in that level.</p> <p>“Use the highest completed level as their starting point in the Waseca Reading Program. If they can spell through the Aqua list, they should begin the Waseca Reading Program in Blue to continue to grow and reinforce both their reading and spelling skills. “</p> <p>https://share.getcloudapp.com/Z4uj5Plv</p>