Houston Baptist University

**Department of Education and Kinesiology**

**Lesson Plan Format**

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Subject: Language Arts Grade Level: 1st Time Estimate: 30 min

Unit: Phonological Awareness Topic: Phoneme Substitution

Goal(s): The learner will understand that when phonemes are added, changed, or removed new words can be formed.

Objective(s): TLW recognize words that were changed when a phoneme was added, changed, or removed and will identify the phoneme changed with the use of color coded words at a 70% accuracy.

TLW give examples of new words that can be formed when a phoneme is added, changed or removed with the use of picture cards at a 75% accuracy.

TLW formulate new words by adding, changing, or removing a phoneme with the use of letter cards including blends and digraphs at an 80% accuracy.

TEKS: §110.12.2C

Materials/Resources/Technology needs:

Materials: pocket chart, lyrics to “I Love Apples and Bananas”, Popsicle sticks with students names on them

Technology: Computer, smart board

Videos: <https://www.youtube.com/watch?v=_3uQSIrbDp0>, <https://www.youtube.com/watch?v=zj9-PBVNzQ8>,

Literature: Green Eggs and Ham by Dr. Seuss

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**Instructional Procedures**

 Focusing Event: I would start of by gathering the students on the carpet and asking them, “Who has heard the ‘I Love Apples and Bananas’ song?” Then, I would ask the students that have heard it if they can sing it for the class. Then, I would use the computer to bring up the video with the song on this link <https://www.youtube.com/watch?v=zj9-PBVNzQ8>. I would play it and have the class sing it together. We would sing it twice to practice it. Next, I would tell the students that we are going to see how changing a letter in a word, changes that word.

 Teaching/ Learning Procedures:

* So then, I would use a pocket chart with the lyrics of the song “I Love Apples and Bananas”. We would sing the song one more time as I point to the lyrics. Then, I would ask them to tell me what they notice is happening throughout the song. I would draw a Popsicle sticks to call on students to make sure everyone gets a fair chance at being called on. I would also make sure that the lyrics are color coded so that the students can easily identify the changes throughout the lyrics.
* Next, I would put students in small groups of 2 or 3 children for a sorting activity with labeled picture cards. The students would have to sort the labeled picture cards in groups according to the changes made. For example, their list of words could be hat, rat, bat, mat, sat, sing, wing, thing, car, tar, far, and star. These picture cards would be sorted into three different groups, which would be words that end in –at, -ing, and –ar. I would then call on different groups to share how they sorted their words and explain why they sorted them that way.
* Next, students would work independently in their language arts journal. They would work on creating their own words by adding, changing, or removing phonemes with the use of letter cards. For example, a student could have the letter card –op. So he or she could create this list of words in their journal: top, stop, hop, dot, lot, etc. Then, I would ask them to share with a partner and discuss what they did.

 Formative Check (ongoing or specific): While the students are working on their sorting activity and independent activity, I will walk around, listen, observe, and discuss with them to make sure they are understanding.

 Reteach (alternative used as needed): I would read the book Green Eggs and Ham to the class and discuss all of the phoneme activity going on in order to create the rhymes. We would also do a phoneme activity on the smart board, and I would again use the popsicle sticks to call on children.

 Closure: We would play an Around the World game. The students would sit in a circle. Then I would identify a word family, which could be –at. The first student would say a word by adding a phoneme to the beginning of the word. Each student after that will add, change, or remove a phoneme to create new words. We would try our best to go around the world without repeating words. Then, I would call on students to share something new that they learned.

Assessment/Summative Evaluation: Students will be given 5 note cards to take home. They will look around their home to help them start their list. They will create a list of words by changing, adding, or deleting phonemes. Their words will be on the front of the cards. They will draw pictures to represent their words on the back of the cards. Students will bring back and share their ideas with the class. They will be graded according to a simple rubric.

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Modifications/Notes:

* If student cannot handwrite or draw pictures for homework assignment, they may type the words, print them out, and paste them to the front of the note cards. They may also print pictures and paste them to the back of the note cards.
* If needed, student can work with a partner instead of independently during the language arts journal time.
* If needed, the student could draw pictures instead of writing words out.