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: Spelling Topic: CV words and CVC words

Goal(s): The learner will understand how to use word patters to determine vowel sounds.

Objective(s): TLW identify word CV and CVC word patterns with the use of color-coded words at a 70% accuracy.

TLW determine vowel sounds that correspond to the CV and CVC word patterns with use of color-coded words at a 75% accuracy.

TLW formulate 5 words that contain the CV pattern and 5 words that contain the CVC pattern with the use of picture cards at an 80% accuracy.

TEKS: §110.12.22Bi

Materials/Resources/Technology needs:

Materials: Popsicle sticks with students names on them

Technology: Computer, smart board

Videos: https://www.youtube.com/watch?v=4TjcT7Gto3U

Literature:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructional Procedures**

 Focusing Event: I would start of by gathering the students on the carpet and asking them, “Who can tell me what a short vowel is?” I would tell them to look at a partner and discuss it. Next, I would ask, “Who can tell me what a long vowel is?” Then, I would have them discuss it with a different partner. Next, I would play a video as a fun reminder of what short vowels and long vowels are. We would then discuss the difference between short and long vowel sounds.

 Teaching/ Learning Procedures:

* So then, I would explain that looking for patterns of vowels and consonants can help us read and spell words correctly.
* I would write the words *hi* and *hit* on the board. I would point to *hi*, and say “This word has a consonant-vowel pattern. I would label the pattern by writing *C* over the letter *h* and *V* over the letter *i*. “This word ends with a vowel. You know that vowels in syllables or words that end in a vowel usually stand for the long sound. The word says *hi*. Say it with me: *hi*. I would repeat the procedure with the word *hit*. I would point out the consonant-vowel-consonant pattern that signals the short vowel sound. I would also add labels CVC and have students read the word.
* I would guide students to contrast vowel sounds in CV and CVC words. I would write the following words: *be*, *bed*. I would point to the word *be* and say, “This word has the consonant-vowel pattern, so the *e* stands for the long sound say it with me: *be*.” Then, I would point to the word *bed*. I would say, “This word has the consonant vowel-pattern, so the *e* stands for the long sound. Say it with me: *bed*.
* Next, students would be given color-coded words to decide whether the words have long vowel sounds or short vowel sounds. It would be a word sort activity with partners.
* Finally, students would have an independent activity of coming up with their own CV and CVC words in their spelling journal.

 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 have a smart board activity for CV words and CVC words. We would also have a short vowel and long vowel smart board activity.

 Closure: I would call on students to share something new that they learned today.

Assessment/Summative Evaluation: Homework: Students will be given a passage to read and they are to identify all of the CV and CVC words in the passage. They will then take those words and sort them to short vowel sounds or long vowel sounds.

Summative Questions:

1. To read new words, I need to identify the sounds of all the consonants and \_\_\_\_\_\_.
2. To identify the sounds of the vowels, I need to identify \_\_\_\_\_\_.
3. If the word has one vowel and ends with a consonant, the vowel sound is probably \_\_\_\_\_\_.
4. If the word has one vowel and ends with a vowel, the vowel sound is probably \_\_\_\_\_\_.

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Modifications/Notes:

* If needed, student can utilize picture cards and color-coded words.
* If needed, student can have passage read to him.
* If needed, student can work with a partner instead of independently during the independent activity.
* If needed, the student could draw pictures instead of writing words out.