

Lesson Plan

Teacher: Momina Khattak

Grade: 1 CD

Date: 28-11-16

Background Knowledge

Matching real life familiar words with pictures: Students will look at pictures, give common object names and identify short vowel sounds in the corresponding CVC words and words beginning with consonant blends.

Building on sight word reading and grade level fluency.

WIDA standards to be addressed in this lesson

Standard 3.1 Reading

All students will understand and apply the knowledge of sounds, letters and words in written English:

Phonic awareness (revising and consolidating knowledge of short vowels)

Students will copy written language and communicate through drawings, connecting print to visuals.

Writing sentences that start with capitals and end with a period.

Drawing pictures to demonstrate understanding.

Objectives for this lesson(Specific, Measurable, Attainable, Realistic, Timely)

Spell and write 10 common words.

Write 2-5 sentences using capitals, periods and word sequencing techniques.

Answer 3 comprehension questions and make a connection (test-test, test-self or text-world).

Differentiation Strategies

Group/pair work

Differentiated work/worksheets

Materials, Technology and Resources to be used
<p>Short vowel mat activity Smart board interactive consonant blends activity Short vowel video manipulatives Worksheets</p>
Instructional Planning- Sequence of teacher processes and student activities
<p>Teacher Input (Introduction/warm up) Elicit/Revise/teach vocabulary for words with short vowel sounds. Students play blends game on smartboard. (formative assessment) Students watch a short vowel video and respond to flash card by identifying corresponding sounds (formative assessment). Read aloud. Choral read aloud activity</p> <p>(Independent Practice) Divide class into 3 groups based on warm up activities' assessment Introduce/revise writing sentences, sequencing and punctuation. (whole class) Practice how and when to use capitals and periods.</p>
<p>Guided Practice Group A works in pairs to put jumbled word pictures in the correct short vowel columns. Group B works on consonant blends Group C works on comprehension questions and writing complete sentence with punctuation.</p>
<p>Independent Practice Group A copies 5 examples each for 3-4 short vowel sounds (differentiated activity). Group B draw and right down names of 2 consonant blend tub words in their notebooks. Group C Students work individually, on their writing booklets, to write sentences and use punctuation (capitals and periods). Writing booklet serves as an assessment tool to point out problems in spelling, reading comprehension and writing.</p>
<p>Closure Students will talk about what they learnt in class and play sight word/CVC bingo if there is time. Anchor Activity: Students will read a book they have read before/at their level and find words with short vowels/consonant blends.</p>