

### Literacy Lesson Plan Format

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*Introduction:* Focus/topic of lesson and how it connects to literacy competencies and curriculum (i.e. children's literature, unit of study/class project, etc.)

**Short and long vowel sounds for first grade.**

*Lesson Objectives & Standards*

**The students will be able to not only recognize vowels, but also distinguish the difference between long and short vowels.**

*Materials & Resources*

**Felt board, felt letters, felt images, worksheets, crayons/colored pencils, iPad and/or computer**

*Anticipatory Set*

**Students will watch this video (<https://www.youtube.com/watch?v=r5WLXZspD1M>), a song about Apples & Bananas that has them learn and experiment with long and short vowels. Students can/should sing along with the video.**

*Prerequisite Knowledge*

**Letter recognition, some sight words, vowels and consonants. Review what are the differences between vowels and consonants.**

*Teacher Introduction "I do"*

**Teacher has felt board with images on it and sections for long and short vowels... Use felt letters to specify which vowel they are working on. Hold up the images for the class, have them do a choral response and say what the image is. Then teacher will explain which section/side the image should be put based on the vowel sound.**

*Guided Practice "We do"*

**Students stand in the middle of the room. The teacher will have designated one side of the room to being the 'long' side and the 'short' side . Teacher will alternate between writing a word on the board, holding up an image, and saying a word out loud. The students will have to move to the side of the room that matches the vowel sound in the word presented to them. After the students have moved and discovered which was the correct side, the teacher will lead a chant that corresponds to the vowel sound in the word used. It will go like this:**

**T: "Who let the short A's out?"**

**S: "Ah, Ah, Ah!"**

**T: "Who let the short A's out?"**

**S: "Ah, Ah, Ah!"**

*Independent Practice "You do"*

**Students will be given a worksheet that has a chart with different sections labeled "Long A", "Short A", "Long E", etc. Students will be asked to draw pictures of things that have the corresponding vowel sound in their name. For example, drawing a kite in a the Long I section. Then, the students will have to try and write out the name of the picture they drew. This will be to test out their writing skills, but their spelling is not what is going to be graded.**

*Assessment & Progress Monitoring*

**Teacher will watch students during the activities to see which students are having trouble understanding, then will either go over and help them one-on-one or go over it with the whole class. After the student's independent practice, if the teacher feels some students still need extra work they will pull them aside the next day in a small group to review.**

*Adaptations, Accommodations, Differentiation*

**A student who might have a writing disability such as dysgraphia, or any other physical disability that would make writing or drawing more difficult, could use an iPad or a computer to do the independent practice assignment. The student would receive an electronic version of the worksheet and would instead add in pictures either from ClipArt or google images. The students can then type the names of the images.**

*Closure*

**Students will partner up and share the images they chose, comparing to see if they had similar images and if they were on track with the correct vowel sounds. Then the teacher will ask some pairs to share out loud any pictures they had in common.**