

Lesson Plan

Short o - Completing Short o words

Kindergarten (K) - ELA

LEARNING TARGET

- Students will be able to identify and manipulate individual sounds (phonemes) in simple, one-syllable words.
- Students will be able to create new words by substituting or adding individual sounds in short "o" words.

LEARNING PROGRESSION

PREREQUISITE SKILL

No Prerequisite Skills

EXTENSION SKILL

No Extension Skills

DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

MATERIALS

- Letter cards
- Short "o" word cards
- Whiteboard and markers
- Small containers or baggies with letter cards for each student

VOCABULARY

- Phoneme
- Substitution
- Addition
- Rhyme

INTRODUCTION

- Students may confuse similar-sounding phonemes (e.g., "b" and "d" or "m" and "n") when substituting sounds in words.
- Students may struggle to distinguish between short "o" and other short vowel sounds.
- Students may assume that all new words they create are real words, even if they're not.

INSTRUCTION

1. Show students the word "pot" and remove the letter "p." Ask what sound is missing from the word.
2. Replace the "p" with different letters (e.g., "hot," "cot," "dot") and have the students read the new words aloud.
3. Explain that they have been changing the beginning sound of the word, which is called phoneme substitution.

GUIDED PRACTICE

1. Divide students into small groups or pairs and provide each group with a set of short "o" word cards and letter cards.
2. Instruct students to practice substituting the beginning, middle, or ending sounds in the short "o" words to create new words.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Provide each student with a container or baggie containing letter cards.
2. Instruct students to create new words independently by substituting or adding sounds to short "o" words.
3. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to create a list of five new words by substituting or adding sounds to short "o" words at home.
2. Encourage students to share their new words with the class during the next lesson.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to write three words they created using phoneme substitution or addition during independent practice.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor student progress and understanding.
2. The exit card and progress monitoring assessments will be used to determine students' mastery of the objective.

CLOSING

1. Review the concept of phoneme substitution and addition with short "o" words.
2. Ask students to share one new word they created during the lesson.

TEACHING TIPS

Incorporate the "Phoneme Rollercoaster Race" game as an engaging extension activity to reinforce phoneme substitution skills. This interactive game not only provides additional practice but also promotes a fun, collaborative learning environment, increasing student motivation and interest in the topic. Tailor the game's difficulty by adjusting the selection of word cards or the length of the rollercoaster track to meet the varying needs of your students.

- Model phoneme substitution with exaggerated pronunciation to emphasize the change in sounds.
- Use visual aids, such as colored letter cards or magnetic letters, to make phoneme substitution more tangible.
- Encourage students to say the words aloud during phoneme substitution to reinforce auditory processing and understanding.

MISCONCEPTIONS

- Model phoneme substitution with exaggerated pronunciation to emphasize the change in sounds.
- Use visual aids, such as colored letter cards or magnetic letters, to make phoneme substitution more tangible.
- Encourage students to say the words aloud during phoneme substitution to reinforce auditory processing and understanding.

EXTENSION

1. Students can practice phoneme substitution and addition with other vowel sounds.
2. Students can create sentences using the new words they created.

INTERVENTION

1. For students who struggle with phonemic awareness, provide additional practice with individual sounds before introducing substitution and addition.
2. For students who need extra support, provide visual aids or work with a partner to help them understand the concept of phoneme substitution and addition.

COMMON CORE STANDARD

RF.K.3.B - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

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