

Lesson Plan

Short u - Build Short u words

Kindergarten (K) - ELA

LEARNING TARGET

- Students will be able to identify and pronounce simple short u words phonetically.
- Students will be able to spell simple short u words phonetically.

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

- Whiteboard and markers
- Printed flashcards with simple short u words (cup, rug, bug, sun, cut, fun)

VOCABULARY

- Phonetics Short u
- Consonant-vowel-consonant (CVC) words
- Sound-letter relationships

INTRODUCTION

1. Write the word "bug" on the whiteboard and pronounce it slowly, emphasizing the short u sound. Ask students to repeat the sound after you.
2. Explain to the students that today, they will learn about simple short u words and how to spell them phonetically.

INSTRUCTION

1. Display the flashcards with simple short u words and have the students repeat the words after you, emphasizing the short u sound.
2. Teach students about sound-letter relationships by drawing a CVC word (e.g., rug) on the whiteboard and asking students to identify the sounds of each letter.
3. Emphasize the short u sound and explain how the letter "u" represents this sound in simple short u words.
4. Have the students practice pronouncing the words, emphasizing the short u sound.
- 5.

GUIDED PRACTICE

1. Provide each student with a whiteboard and marker.
2. Write a simple short u word on the whiteboard (e.g., "cup") and have students sound out the word phonetically.
3. Instruct students to write the word phonetically on their whiteboards.
4. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Instruct students to choose a simple short u word from the flashcards and write it phonetically on their whiteboards.
2. Encourage students to sound out the word carefully and use their knowledge of sound-letter relationships to spell the word phonetically.
3. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to find and write down three simple short u words from their reading materials.
2. Encourage students to practice sounding out and spelling the words phonetically.

EXIT TICKET

1. Ask students to share one simple short u word they learned during the lesson and write it phonetically on their whiteboards.
2. Circulate around the room to assess students' mastery of the objective.

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 simple short u words and how to spell them phonetically.
2. Ask students to share one thing they learned during the lesson.

TEACHING TIPS

Use Short U Word Bingo as an extension activity for students who have already mastered spelling simple short u words phonetically. The game can be adapted to include more challenging words with consonant blends or digraphs, providing an additional challenge and opportunity for students to expand their phonetic skills. Plus, the game is a fun and engaging way for students to reinforce their understanding of short u words and build confidence in their ability to sound out words phonetically.

- Use visual aids, such as flashcards or word charts, to help students connect the sound of the short u with the letter "u."
- Encourage students to sound out the words slowly and carefully, segmenting the sounds in each word to help with spelling.
- Provide ample opportunities for guided and independent practice, such as worksheets and writing exercises, to reinforce phonetic skills and build confidence.

MISCONCEPTIONS

- Students may struggle with distinguishing between short u and other vowel sounds, such as short o or short e. Reinforce the difference in sound through repetition and examples.
- Students may rely too heavily on memorization rather than understanding the relationship between sounds and letters. Encourage students to use phonetic strategies, such as segmenting and blending sounds, to build their phonetic skills.
- Students may struggle with spelling words with consonant blends or digraphs, such as "crush" or "pluck." Provide additional practice and support for these more complex words to help students build their phonetic skills gradually.

EXTENSION

1. Students can practice reading simple short u words in sentences and stories.
2. Students can write sentences using simple short u words.
3. Students can create their own flashcards with simple short u words to practice with.

INTERVENTION

1. For students who struggle with phonetics, provide additional practice and support, such as visual aids and sound exercises.
2. For students who need extra support, provide one-on-one instruction and guidance during independent practice.

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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