

# Lesson Plan

## Short i - Completing Short i words

Kindergarten (K) - ELA

### LEARNING TARGET

- Students will be able to identify and produce short i-words.
- Students will be able to substitute individual phonemes in simple, one-syllable words to create new words.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

No Prerequisite Skills

#### EXTENSION SKILL

No Extension Skills

#### DURATION

- Students will be able to identify and produce short i-words.
- Students will be able to substitute individual phonemes in simple, one-syllable words to create new words.

#### MATERIALS

- Letter cards Picture cards
- Whiteboard and markers

#### VOCABULARY

- Phonemes
- Substitute
- Short i-word
- Rhyme

### INTRODUCTION

1. Introduce the concept of phonemes as individual sounds in words.
2. Explain that substituting a phoneme can change the meaning of a word and create new words.

### INSTRUCTION

1. Write the word "sit" on the whiteboard.
2. Explain that "sit" is a short i-word because it has the short i sound (/i/ as in "it").
3. Show students how to substitute the initial phoneme to create new words (e.g., changing "s" to "h" creates "hit").
4. Repeat the process with other short i-words, such as "pit" and "bit."

### **GUIDED PRACTICE**

1. Divide the students into pairs.
2. Provide each pair with a set of letter cards and corresponding picture cards.
3. Instruct the students to work together to create short i-words by substituting individual phonemes.
4. Circulate around the room to provide support and guidance as needed.

### **INDEPENDENT PRACTICE**

1. Instruct students to work independently to create short i-words by substituting phonemes.
2. Monitor students' progress and provide support as needed.

### **HOMEWORK**

1. Assign students to create a list of short i-words at home.
2. Encourage students to practice reading and writing their short i-words.

### **EXIT TICKET**

1. Provide each student with a whiteboard and marker.
2. Instruct students to write a short i-word they created 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 creating short i-words by substituting phonemes.
2. Ask students to share one short i-word they created during the lesson.

## TEACHING TIPS

Use the "I-Spy Short i-Word Swaps" game as an engaging extension activity to reinforce phoneme substitution skills. This interactive game not only helps students practice creating short i-words, but it also promotes teamwork and friendly competition. By incorporating the game into your lesson, you can provide a fun way for students to apply their newly acquired skills and further their understanding of phoneme substitution in short i-words.

- Use visual aids: Display letter cards and corresponding picture cards to help students make connections between the sounds and the words. This can assist in reinforcing the concept of phoneme substitution.
- Model the process: Demonstrate the phoneme substitution process step by step, explaining your thought process as you change the initial phoneme. This will provide students with a clear understanding of how to create new short i-words.
- Encourage collaboration: Have students work in pairs or small groups during the guided practice. This promotes peer learning and allows students to share their ideas and discoveries while working on phoneme substitution.

## MISCONCEPTIONS

- Confusing short and long vowel sounds: Students may struggle to differentiate between short and long vowel sounds, which can lead to incorrect substitutions or word creations. Explicitly teach the difference between short and long vowel sounds, and emphasize the focus on short i-words in this lesson.
- Difficulty isolating initial phonemes: Some students may have trouble isolating the initial phoneme of a word in order to substitute it with a new one. Break down the word into its individual sounds and provide extra practice with phoneme segmentation if needed.
- Assuming all words with the same initial sound rhyme: Students might mistakenly believe that words with the same initial phoneme always rhyme. Clarify that rhyming words have the same ending sounds, whereas this lesson focuses on changing the initial sounds to create new words.

## EXTENSION

1. Students can practice creating words with other short vowel sounds.
2. Students can practice blending and segmenting sounds in words.

## INTERVENTION

1. For students who struggle with phoneme manipulation, provide additional practice and support with phoneme substitution activities.
2. For students who need extra support, a visual aid or a phoneme grid can be provided to help them understand the concept of substituting individual sounds in words.

## COMMON CORE STANDARD

RF.K.2.C - Blend and segment onsets and rimes of single-syllable spoken words.

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