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## Lesson Plans

  
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Sp Ed 555

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## Introduction

Characteristics of the learners: The learners are 7 years old and in grade 1. The reading group consists of 5 students. Within the group there are 2 special needs students, who receive services for reading, writing and math, and 3 ESL students who do receive ESL resource 3 times a week for 45 minutes. There is a variety of cultural backgrounds within the group; 1 student is from Africa, 2 students are Hispanic and 2 students are Caucasian.

Their reading level is between non-readers and readiness skills. According to their DIBELS scores, all 5 of the students are below benchmark in letter naming fluency, phoneme segmentation, and nonsense words; which puts them in the at-risk category.

The linguistic levels for the 3 ESL students according to their WIDA test scores were all level 1's-Beginning,

Type of Classroom: It is a regular education classroom where students are receiving services for Special Needs, ESL, and Reading Resource.

Within the classroom, many students receive reading support outside the classroom with the reading specialist and ESL support outside the classroom. My interventions are within the classroom.

Background Information: This is where I began my reading group in September. From looking at the DIBELS data, student's IEP's and the students linguistic levels, I thought it was best to start from the beginning in Literacy which is phonemic awareness, since their skills were below level.

## Lesson 1- Rhyming

### Full House

Skills being targeted: Phonemic Awareness

Teacher Notes: The reason why I began with phonemic awareness is because the students need to develop strong auditory discrimination within the lesson. It gave the students the experiences with hearing and identifying similar word patterns. It is important for the students to learn how to apply the sound symbol relationship. The sound symbol relationship in rhyming will allow the student to hear the sounds and patterns before identifying what the letters represent.

Standards: WIDA- Standard 1: Social and Instructional Language (L,S)

Standard 2: Language Arts (L, S)

GLE for Reading:

R-1-9 Demonstrates phonemic awareness and applies phonological knowledge and skills by

- R-1-9.5 Producing pairs of rhyming words (Local)

Objectives:

Linguistic: The students will identify and match rhyming picture cards.

The students will match pictures that have the same sound independently using a worksheet.

Communicative: The students will compare a variety of picture cards.

The students will participate in a group and follow oral directions.

*You should have reading objectives also.*

Materials:

rhyming cards	House reproducible	rhyme worksheet	rhyming cards
crayons	Pencils	scissors	glue

Activity: When the small group came to the table, I explained to them that we will be working on something called Rhyming. I asked them if they knew what that was. No one in the group answered. I began explaining to them that rhyming is when words sound same. To explain to them what that meant I held up 2 cards with pictures on them (man-can). I asked the students what each of the pictures were. One of the students said man and can. I asked them to listen closely as I repeated the name of the pictures. Then I asked them what they heard at the end, 2 of the students said /an/ and 1 student just said their name again. I repeated this process a few more times with a variety of picture cards: (mat-cat, fan-pan, top, and mop)

I then passed out a paper with a house on it. I then put a variety of pictures on the table. I explained to the group that they were to pick 1 picture and put it in the attic of the house. After they pasted their picture, I explained to them that they needed to pick 3 more pictures from the table that rhymed with the picture, then place in the attic. I repeated to them what it meant to rhyme. We went through all the different pictures on the table so that the students knew what each of them were. The students had 15 minutes to work on it, finding the rhyming pairs, and then were able to color their pictures. I had to assist and guide the students as they picked different pictures. As the students were finished and

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were waiting for the other, I had a review worksheet that they could work on where they would match pictures from one column to another column based on the ending sounds.

To accommodate my ESL students, I would repeat the picture card name so they were aware of what it was.

Closing: When the students were finished, they each got to explain their house to the group. In some cases the students didn't pick the matching rhyming pair. When this happened the group helped the student figure out what would have been a better choice.

*Assessment?*

## Lesson 2- Rhyming

### Poem and Game

Skills being targeted: Phonemic Awareness

Teacher Notes: This lesson is a continuum of the previous lesson. The students did not have a full understanding of what rhyming was from the activity that completed.

Standards: WIDA- Standard 1: Social and Instructional Language (L,S)

Standard 2: Language Arts (L, S)

GLE for Reading:

R-1-9 Demonstrates phonemic awareness and applies phonological knowledge and skills by

- R-1-9.5 Producing pairs of rhyming words (Local)

Objectives:

Linguistic: The students will identify and match rhyming picture cards and objects within the game.

Communicative: The students will listen to a poem and recognize the pair of rhyming words.

The students will highlight the rhyming words within the poem.

The students will participate in a game and follow oral directions.

*Reading objective:*

Materials:

"The Three Pigs" Poem	A Mouse In The Hause Game	highlighters
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Activity: To begin the lesson, I reviewed what rhyming was. I gave the group a few examples to practice with as a group. Examples are (mat-cat, may-say). I began to tell them that they are going to listen and follow along to a poem call "The Three Pigs". To began by building background about pigs. I asked if they knew what a pig was and where they live. Most of the students in the group knew what pigs were. They were unfamiliar with where they lived, so I took out a picture of a farm and showed where the pigs would be. We discussed what the farm picture looked like and other animals they might see.

To continue the lesson, I showed them the pig poem. The poem had pigs on it and where they would live in a farm. I explained to them that in the poem, there are rhyming words. I told them to listen closely to carefully hear the rhyming words. I read it twice. After the second time I asked the group if they heard any rhyming words. They did (ground, around, found). To bring the skill back to print, as they said the rhyming words, they each highlighted their own copy of their own poem. I had a larger version up on a board so that they could follow along. They really liked the poem. They thought the pigs were silly.

After the poem, I told them that they were going to play a game. I explained the directions in very simple terms. I told them that we were going to play together as a group and then they were each going to get a turn. I then restated the directions for clarification.

To accommodate the ELL's, when I took out the game board and allowed the students to look at the house and I clarified what some of the objects were. I put the stack of picture cards in the middle of the table. I helped one up at a time. I said what the object was and then the students had to work together to find its

rhyming pair. They got really excited and were jumping out of their seats. After all the picture cards were gone I collected them and we played again. This time each student took a card and had to find its match independently. A few of the students struggled and would match it with its own object. After the game we counted up how many cards each student got and the winner got a sticker. My group drew so much attention with the game that the other students in the class were asking me if they could play next.

To accommodate the ELL's I would tell them the name of the picture and segmented the phonemes at the end of the word for them to hear the sounds.

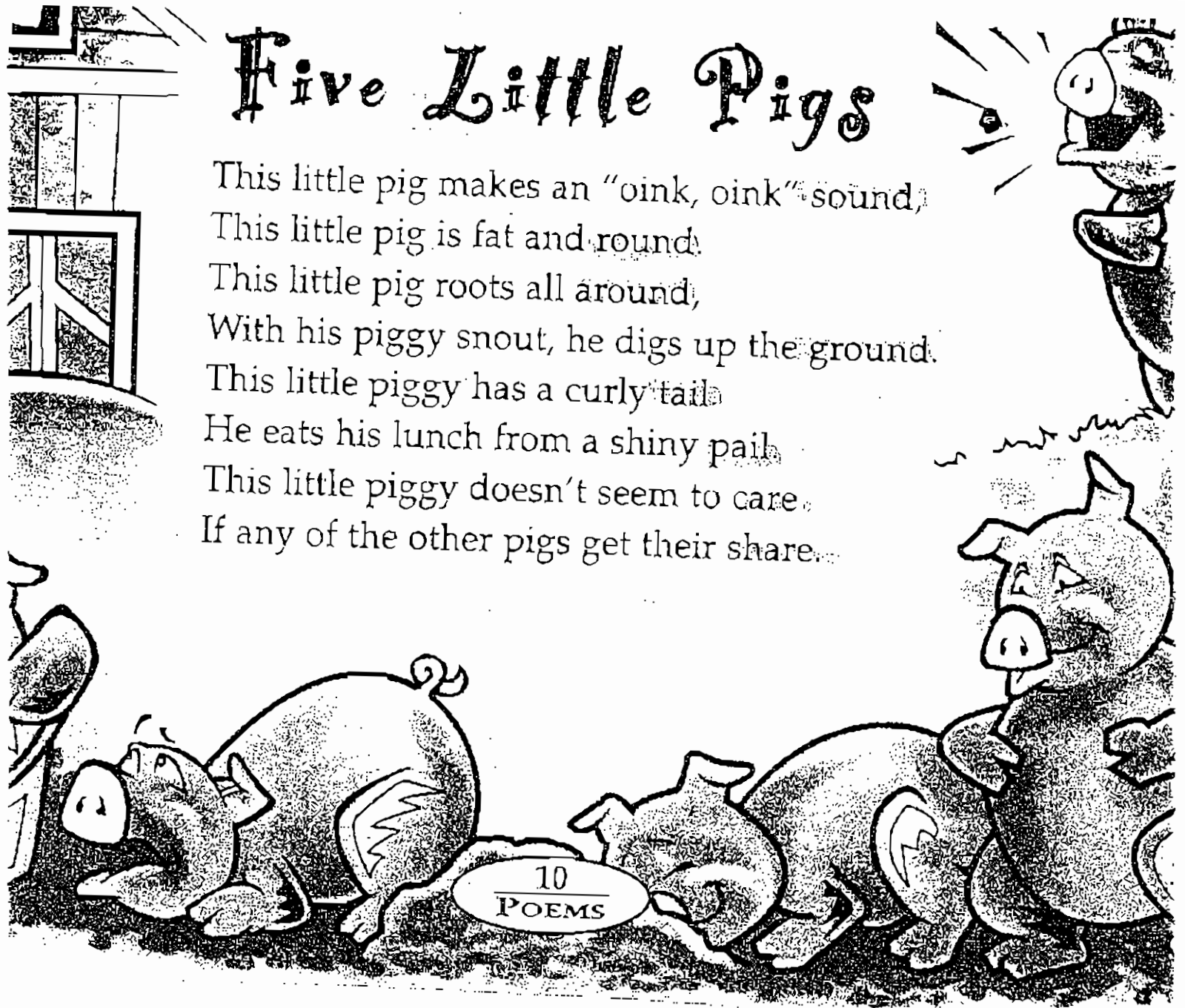
### Assessment?

Closing: At the end of the lesson, I went back to the poem. I said one of the highlighted rhyming words and asked the group to tell me a match. It didn't have to be one from the poem if they couldn't remember. Then we went through a few of the picture cards from the game. 3 out of the 5 students still continue to have difficulty with this skill.



# Five Little Pigs

This little pig makes an "oink, oink" sound,  
This little pig is fat and round,  
This little pig roots all around,  
With his piggy snout, he digs up the ground.  
This little piggy has a curly tail  
He eats his lunch from a shiny pail  
This little piggy doesn't seem to care,  
If any of the other pigs get their share.



Where Fun and Learning  
Go Hand In Hand

Ages 4 and Up  
No reading required



© 1991

I spy a Mouse in the House!

# Picture Rhymes

3 games to play!



★ 36 game cards ★ Colorful game board ★ Fun for 1 to 3 players

## Lesson 3-Rhyming

### Snake It

Skills being targeted: Phonemic Awareness

Teacher Notes: This lesson is a continuum of the previous lesson. The students did not have a full understanding of what rhyming was from the activity that completed.

Standards: WIDA- Standard 1: Social and Instructional Language (L,S)

Standard 2: Language Arts (L, S)

GLE for Reading:

R-1-9 Demonstrates phonemic awareness and applies phonological knowledge and skills by

- R-1-9.5 Producing pairs of rhyming words (Local)

Objectives:

Linguistic: The students will identify and match rhyming picture cards on the snake.

The students will identify the picture that doesn't belong with the rhyme on a worksheet.

Communicative:

The students will participate with a peer and follow oral directions.

*Reading objective:*

Materials:

Snakes	picture cards	Rhyme worksheet
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Activity: To begin the activity, I reviewed what rhyming was. In this lesson, I began with a listening activity. I explained to the group that I was going to read several rhyme phrases aloud, while I emphasized the word that would have a rhyming pair. I explained to the students that some of the phrases are silly and may not really happen. The students had to complete each rhyme aloud as a group. I allowed the students to say the answer if they new them.

For example:

- *A cat is wearing a \_\_\_\_\_ (hat).*
- *A mouse lives in a \_\_\_\_\_ (house).*
- *A bear with long brown \_\_\_\_\_ (hair).*
- *A bee with a hive in the \_\_\_\_\_ (tree).*

As I said the phrases, I held up a picture of animal and then the picture that would rhyme at the end of the phrase to accommodate my ESL students. ✓

After we completed the phrasing activity, I paired the group up. Each pair got a snake mat with a picture on it and a stock of rhyming cards. The students worked together as they picked up a picture card to see if the picture rhymed with the picture on the head of the snake. They had to match 4 pictures. When they completed their snake mat the groups switched snake mats and played again. The groups had to be monitored and supported because there were 2 students who would get stuck on rhyme of the picture cards like hap and sock. They could hear the vowel sound in the middle but didn't hear the final ending sound.

Closing: When they completed the activity, the students worked independently on a worksheet where they would look at 3 pictures in a row and they had to cross out the one that didn't rhyme. The closing activity helped the students understand the differences in the sound patterns they were hearing. A few of the students needed support with what the picture was.

*Assessment*

## Lesson 4-Syllables

### Graphing and Tower Power

Skills being targeted: Phonemic Awareness

Teacher Notes: This lesson is a new skill for the students but a continuation of Phonemic Awareness. This skill will encourage the students to listen for the sounds within a word. It is important for the students to discover that speech can be broken down into smaller sound units.

Standards: WIDA- Standard 1: Social and Instructional Language (L,S)

Standard 2: Language Arts (L, S)

GLE for Reading:

R-1-9 Demonstrates phonemic awareness and applies phonological knowledge and skills by

- R-1-9.6 Counting syllables in 1 to 4-syllable words

Objectives:

Linguistic: The students will clap and count the number of syllables in each word.

Communicative: The students will graph the number of syllables in a word as a group.

The students will compare and show the number of syllables in each word by building towers using unifex cubes to represent the number of syllables.

The students will participate and follow oral directions.

*Reading*

Materials:

Picture cards	Pocket chart	Unifex cubes
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Activity: To begin this activity, I asked the students what they thought a syllable was. I explained that syllables are when we break apart words into smaller pieces. I gave the example, when we have a pizza we can break it apart into pieces to share. I explained that we will be working on breaking apart words to hear their pieces. To begin, we went around the group and they each said their name. As I said mine, I clapped it out. I asked them what they thought I was doing. Some students didn't know what I was doing while 1 student told me that I clapped it apart. We went around the group again and they each individually clapped out their names and then we did it as a group. They really liked this. After each student had a turn, I asked them "how many claps did they hear in each of their names?" I explained that every time they clapped, it counted as a syllable.

To continue with the syllables, I took out a pocket chart and put number cards at the bottom of it with a range of 1-4. I also had a stack of picture cards that the students would pick from. I put up a chant on chart paper that the students would say after they picked a picture.

The chant was: *"Bippity, Bippity, bumble bee, tell me what your picture should be?"*

The students would say the chant and then say the name of the picture. If they didn't know what the picture was the group would help them. To accommodate the ELL's, I would make sure they knew what each of their pictures were. After they picked a card they would clap it out and place the picture in the chart in the row that represented the number of syllables.

At the end, we looked at the graph and counted how many 1, 2, 3, and 4 syllable cards there were, we talked about what syllable had the most, the less and if any of them had the same number of syllables in it. I also played a riddle game with them. I asked them rhyming questions with the number of syllables in it and they had to guess what picture it was. For example: If the picture was a pen, I said the picture rhymes with hen and it has 1 syllable. The students looked at the graph and had to find the picture of the pen. The group did very well when working together. They enjoyed the activity.

Closing: I gave each student 4 new picture cards and a handful of unifix cubes. I told them to look at each of their picture cards and clap out the number of syllables each of them are. The students used the unifix cubes to build a tower that represented how many syllables were in each picture. The students did this individually so I could see if they understood the skill. Since the activity was on their level they were able to understand the directions and activity. They did struggle when they would count out words with 3-4 syllables.

assessment ?



Lesson 5 - Syllables

Troll Story and Puzzle

Skills being targeted: Phonemic Awareness

Teacher Notes: This lesson is a continuation of the previous syllable lesson in Phonemic Awareness.

Standards: WIDA- Standard 1: Social and Instructional Language (L,S)

Standard 2: Language Arts (L, S)

GLE for Reading:

R-1-9 Demonstrates phonemic awareness and applies phonological knowledge and skills by

- R-1-9.6 Counting syllables in 1 to 4-syllable words
- R-1-9.2 Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n) (Local)

Objectives:

Linguistic: The students will clap and count the number of syllables in each word.

Communicative: The students will listen to a short story and try to identify words from words that are separated into syllables.

The students will participate with a peer and follow oral directions.

*Reading:*

Materials:

Troll story	Picture cards	Syllable puzzle
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Activity: To begin our final lesson on syllables, we copped out the group members names again. I asked them if they could tell me what a syllable was. The student said to break apart. I reinforced that syllables are when we break apart a word into pieces. I explained to them that they were going to listen to a story about a troll. I asked them if they knew what a troll was. A few of the students did so to build background knowledge about what a troll was I showed them a picture and that it was like a monster. The group discussed different trolls and where they might see them. A few of the students said that trolls can be in movies, in books or on TV. I asked them if they had any questions about monsters or trolls.

Before I began the story I told them that they had to listen closely because this troll liked to give out presents to children, but the troll liked to tell the children what the present was before he gave it to them. The troll had a funny way of telling the children what it was. He would break the word into pieces. For example, if the troll gave a child a baseball, he would say base-ball. We went through 12 different presents with a range of words that had a variety of syllables up to the number 4.

Examples of presents:

football	crayons	pirate	computer	castle	watermelon
flowers	puzzles	dragon	animals	pizza	cookies

To continue with the lesson, I paired the students up together and I worked with one student. Each group got 5 sets of puzzle pieces. I told them that they were going to put together a picture. Each picture was broken up into the number of syllables it represented. For example, crayon was broken up into 2 pieces;

butterfly was broken up into 3 pieces. To accommodate my ELL's, I would support them with picture clues. When the students were finished with their set of puzzle pieces, they switched partners.

Closing: We reviewed what a syllable was as a group. Each group got to show the others 2 of their puzzle pieces and explain how many syllables it had and how they would clap it out. They really enjoyed sharing and were able to clap out the picture cards correctly.

*Assessment!*

### Assessment

<u>Student</u>	<u>Pretest on Rhyming</u>	<u>Post Test on Rhyming</u>	<u>Pretest on Syllables</u>	<u>Post Test on Syllables</u>
#1-ESL	1/5	4/5	2/5	4/5
#2-ESL	3/5	5/5	2/5	4/5
#3-ESL	0/5	3/5	2/5	3/5
#4-SpEd	1/5	5/5	0/5	4/5
#5-SpEd	1/5	5/5	2/5	4/5

*What might be the next steps?*

### Rhyming

### Syllables

<u>Student</u>	<u>Lesson 1</u> house-wkst	<u>Lesson 2</u>	<u>Lesson 3</u> snake-wkst	<u>Lesson 4</u> Graph-tower	<u>Lesson 5</u> Story-puzzle
#1-ESL	1/3-1/4	Was able to find it's pair-slowly	Was able to understand the skill-3/4	Did well in whole group activity	Did awesome-matched most puzzle pieces
#2-ESL	2/3-2/4	Took time to find the match-struggled on a few	Was able to understand the skill-4/4	Did well in whole group-struggled with 3-4 syllable words	Did awesome-matched most puzzle pieces
#3-ESL	0/3-0/4	Very difficulty skill-unable to find the match	Worked well with partner but relayed a little on him-3/4	Did well in whole group-struggled with 3-4 syllable words	Did awesome-matched some puzzle pieces
#4-SpEd	1/3-2/4	Had difficulty with skill-would just find the same object in the game	Relayed on partner for justification-2/4	Did well in whole group-struggled with 3-4 syllable words	Did awesome-matched some puzzle pieces
#5-SpEd	1/3-2/4	Had difficulty in the beginning but towards the end began to understand the skill	Would need pronunciation of object but was able to understand the skill-3/4	Did well in whole group-struggled with 3-4 syllable words	Did awesome-matched most puzzle pieces

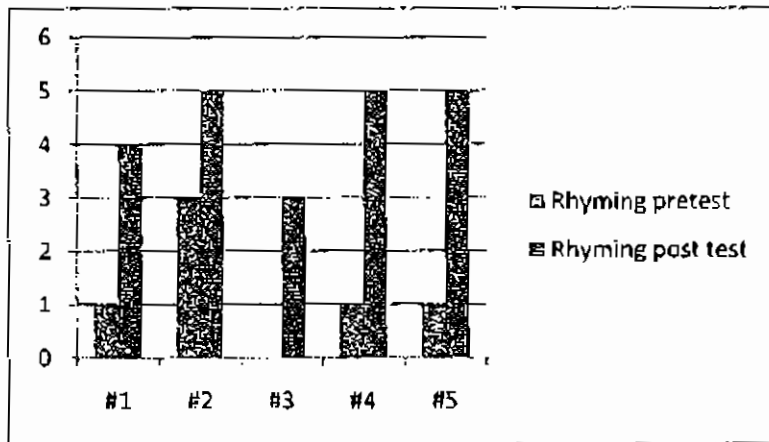
*Good*

When planning these specific lesson plans, I focused on the skill for more than 1 day which helped my students' success rate on the past test. They were able to build their understanding on the previous lesson. They were also able to practice a variety of opportunities to learn and understand the skills being taught.

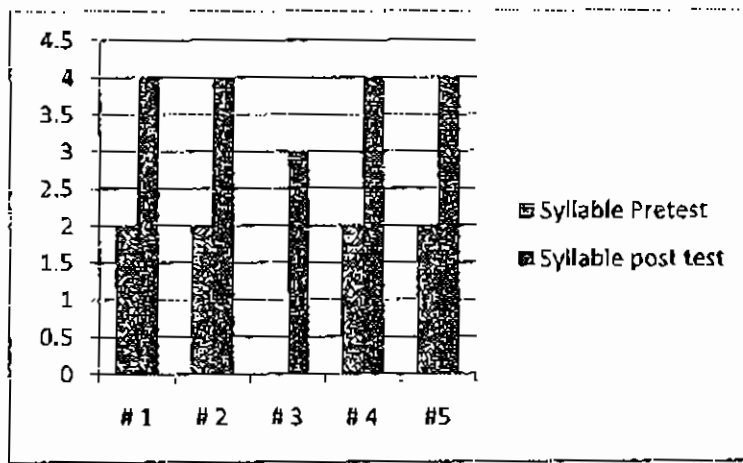
*What would you do next with them?*



Rhyming Progress Chart



Syllable Progress Chart



Vanessa,  
Overall you did a great job w/ your  
lesson plans. You needed to explain  
your assessments in each lesson  
with a video

Areas of Analysis	Approaches Standard	Meets Standard	Exceeds Standard
Describes the characteristics of the learner(s) in terms of chronological age, culture, linguistic needs, educational background, special educational needs and developmental reading levels.	Demonstrates some understanding of characteristics of the learners.  2                      3	Demonstrates satisfactory understanding of characteristics of the learners in terms of culture, linguistic needs, educational background, special needs and developmental reading levels.  4	Demonstrates excellent understanding of characteristics of the learners in terms of culture, linguistic needs, educational background, special needs and developmental reading levels.  5
Designs five lessons teaching a reading skill. Lessons need to be aligned to ELL and/or bilingual standards and reading standards. Substantiate the reason(s) for selecting the particular skill to be taught.	Demonstrates some ability to align reading lessons to ELL and/or bilingual standards as well as reading standards. Little substantiation given as to why that particular skill was selected.  2                      3	Demonstrates adequate ability to align reading lessons to ELL and/or bilingual standards as well as reading standards. Substantiates why that particular skill was selected.  4	Demonstrates excellent ability to align reading lessons to ELL and/or bilingual standards as well as reading standards. Offers excellent reasons why that particular skill was selected.  5
Applies principles of effective ELL literacy instruction as determined by: objectives, activities, selection and adaptation of material.	Shows some ability to apply principles of effective ELL literacy as determined by: objectives, activities, selection and adaptation of material.  10                      12	Shows satisfactory ability to apply principles of effective ELL literacy as determined by: objectives, activities, selection and adaptation of material.  13                      14 <sup>+</sup>	Shows excellent ability to apply principles of effective ELL literacy as determined by: objectives, activities, selection and adaptation of material.  15
Uses appropriate performance based assessment approaches to measure learner's performance in the skill area being taught. Demonstrates the ability to show the effect of the lessons on student learning.	Shows some ability to use appropriate performance based assessment approaches to measure learner's performance in the skill area being taught. Demonstrates some ability to show the effect of the lessons on student learning.  1                      2	Shows satisfactory ability to use appropriate performance based assessment approaches to measure learner's performance in the skill area being taught. Demonstrates satisfactory ability to show the effect of the lessons on student learning.  3                      4	Shows excellent ability to use appropriate performance based assessment approaches to measure learner's performance in the skill area being taught. Demonstrates excellent ability to show the effect of the lessons on student learning.  5

28<sup>+</sup>/30

Name: \_\_\_\_\_



Approaches \_\_\_\_\_

Meets

Exceeds Standard

Initial Submission

Re-submission

*Final work!*