

Lesson Plan

Learning Segment Focus: Recognizing Vowels ---- Lesson 1 of 1

Course & topic addressed: Language Arts (Phonics and Reading) Date: 10/13/20 Grade: 1st

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> • Students will learn how to recognize and remember the vowels as a subset of letter, as distinguished from consonants. • Students will become familiar with capital and lower-case forms of vowels
Justify how learning tasks are appropriate using examples of students' prior academic learning.	<ul style="list-style-type: none"> • Students can use past grade-level skills from language arts to develop the knowledge of recognizing vowels.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	<ul style="list-style-type: none"> • Students will be able to use this knowledge in their personal, cultural, and academic life. Recognizing vowels and the phonics behind them are very important to develop the proper skills to talk, read, and write.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	CCSS.ELA.LITERACY.RF.1.2
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> • Vowels • A • E • I • O • U • Y • Sounds
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> • Plastic Letters or Alphabet Cards • Sing Your Way Through Phonics CD • Hooked on Phonics App
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> • Crayons • Student Name Cards

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	Introduction: <ul style="list-style-type: none"> • Introduce Vowels • Introduce Y as a Vowel 	Start by having the students sitting quietly in their seats facing the front. Explain that now they can recognize the letters of the alphabet, they are going to find out about a special group of letters we call vowels. Write A, E, I, O, U and Y onto the board. Distribute capital plastic letters of each vowel to six different students.
20 minutes	Instruction: <ul style="list-style-type: none"> • Choose volunteers to keep ahold of the uppercase vowel letters. • Choose volunteers to keep ahold of the lowercase vowel letters • Turn on the CD. 	I would also distribute lowercase plastic letters of each vowel to six different students. I will then ask the students to find their partners. In the group of two, I will have them together sound out their letter. After I get through each group, I will have the students sit back down and I will choose another 12 students to do the activity with.
10 minutes	Closure: <ul style="list-style-type: none"> • I will turn on the CD and have them listen and sing along. • I will then have them get out their iPads and play on Hooked on Phonics 	I will turn on the Sing Through Phonics CD and have the students stand up beside their chairs and dance and sing along. This way they get up and moving so they are kinetically working also. I will then have them get their iPads from the charging station and log onto Hooked on Phonics to finish out our Phonics lesson