**PSH Lesson Plan**

**Distinguish final sounds in single-syllable words**

Name: \_\_\_\_\_\_Missy Snyder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_1st Grade\_\_\_\_\_\_\_\_\_\_

Content Area/Subject: \_\_\_\_\_Reading, Writing, Speaking and Listening\_\_ Duration: \_\_20 Minutes\_\_\_\_\_

RATIONALE: This lesson is part of a unit on phonological awareness and letter sound correspondence. This lesson is meant to extend the students ability to recall initial sounds and recognize final sounds in single-syllable words.

LEARNING OBJECTIVE:

* Given a worksheet, the student will distinguish final sounds in single-syllable words.

ASSESSMENT: Students will be given a worksheet to complete individually that identifies the final sound in a single-syllable word from the book *Hop on Pop* by Dr. Seuss.

PENNSYLVANIA STANDARDS: 1.1.1.B - Use word recognition techniques:

Demonstrate phonological awareness through phoneme manipulation.

Demonstrate knowledge of letter sound correspondence (alphabetic principle) to decode

and encode words.

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|  | What the teacher will do | tudents met the objective(s).)to: ical needs, including giftednesstions/modifications for:e this determination once they haveWhat the students will do | Differentiation  (Content, Process,  Product, Environment) | Materials/Technology Needed | Time Needed |
| INTRODUCTION | 1. The teacher will have students gather on the carpet while wearing a Dr. Seuss hat.  2. The teacher will ask students if they recognize what kind of hat this is?  3. If the students do not know, the teacher will tell them it’s a Dr. Seuss hat and give a brief background about Dr. Seuss books.  4. The teacher will ask students what the beginning sounds of words are with flash cards. | 1. Students will gather on the carpet.  2. Students will guess what kind of hat the teacher is wearing.  3. Students will be informed about Dr. Seuss books.  4. Students will answer what the beginning sounds of the words are on the flash cards. | 1. None at this time.  2. ---  3. ----  4. --- | 1. Dr. Seuss hat  2. ----  3. ----  4. Flash Cards | ½ minute  ½ minute  ½ minute  1 minute |
| PROCEDURE: | 1. The teacher will tell students that they are going to read the book *Hop on Pop*.  2. The teacher will tell the students to be listening for the beginning and ending sounds of the words as they read the book.  3. The teacher will give an example of how we will be sounding out the words from the story. The first word is PUP. The first sound the word makes we will slap our knees (P), the second sound the word makes we will clap our hands (U), and the third sound the word makes we will sparkle finger (P).  4. The teacher will stop periodically to have students sound out the words on certain pages using the method described above.  5. When the teacher finishes the book, they will instruct the students that they need to complete the worksheet filling in all of the ending sounds from the pictures in the book. | 1. Students will listen as the teacher reads the book.  2. Students will listen for beginning and ending sounds.  3. Students will practice while the teacher instructs them how to sound out the letters in a word.  4. Students will sound out words by motioning slap, clap, and sparkle finger the teacher wants them to.  5. Students will complete the worksheet the teacher provides for them. | 1. None at this time.  2. ---  3. Student will participate in group activity.  4. The teacher may call on the student to see if they can point to the letter in the book as the teacher says the name and sound the letter makes.  5. Student will try to complete the worksheet. If needed the teacher will partner them up with another student who has completed their worksheet. | 1. The book *Hop on Pop*  2. ---  3. ---  4. ---  5. Worksheet | ½ minute  10 minutes  5 minutes |
| CLOSURE: | 1. The teacher will call on a few students to demonstrate the sounds they hear from words selected from the book. | 1. Selected students will demonstrate the sounds they hear from certain words. | 1. Student will demonstrate the sounds they hear from words selected from the book. | 1. --- | 2 minute |

ACCOMMODATIONS/MODIFICATIONS: ELL students who are in 1st grade are most likely in the Beginning (level 2) stage, the teacher would accommodate them by using the ELPS Standard 2: Language Arts, Reading: Match pictures, object or letters as a group. The teacher would pair the ELL student up with another student who has completed the assessment to review the ending sounds of words. The teacher would first ask the ELL student if they could point to the picture when the teacher says the name of the picture. If they understand all of the pictures, the teacher will ask them if they can say the name of the picture and say the sound the letters in the picture make. If they need help, the teacher will help them.

LESSON EXTENTION: If time allows, students will be allowed to go on the website <http://www.softschools.com/language_arts/phonics/games/ending_sounds.jsp> to play the ending sounds game.

PRE-ASSESSMENT: Students have had a lesson on beginning sounds, so the teacher will review them with flash cards.

CONNECTIONS BEYOND THE LESSON: The teacher will send the attached worksheet home for parents to complete with their students. It is extra practice on beginning and ending sounds. The teacher would also ask the students to model the sounding out activity with a younger brother, sister, or neighbor.

(5) CITATIONS:

SoftSchools.com. (n.d.). *Phonics game*. Retrieved from <http://www.softschools.com/language_arts/phonics/games/ending_sounds.jsp>

Standards Aligned System. (2012). In *Pennsylvania Department of Education*. Retrieved from <http://pdesas.org/>

Davis, K. (2009). *Beginning and ending sounds*. Retrieved from soundcityreading.com/begandendsoundsjuly09.pdf