

## Lesson Plan Template (Long Form)

Student Teacher's Name Claire McCalman Grade Level 1st

State Standard: LA 1.1.3.e Blend sounds to read words, LA 1.1.2.e Manipulate phonemes orally (e.g., blend, segment) NE State Standards. Subject: Literacy

Name of Lesson Consonant Blends: /spl/ Period/Time \_\_\_\_\_

- I. **Goal:** LA 1.1.3.e Blend sounds to read words  
LA 1.1.2.e Manipulate phonemes orally (e.g., blend, segment)  
--NE State Standards

II. **Objectives:**

After completing activities, the student will be able to recognize /spl/ words with 90% accuracy.

After completing activities, the student will be able to appropriately use /spl/ words in their writing and speaking.

III. **Adaptations for Diverse Learners**

A listening center will provide extra support for ELLs and other students who need it. Collaborative centers will encourage the support of expert peers. Teacher will monitor student progress and use mini-lessons to re-teach when necessary.

IV. **Materials:**

Splat the Cat by Rob Scotton (in Big Book form, if available)  
Pocket Chart  
Word Cards  
Laptops (at least 2) with pre-recorded audioboos  
Writing Center (permanent in classroom)  
White board, Smartboard, or Large paper near reading circle

V. **Procedure:**

A. Set / Hook

Gather children on reading rug. Ask children to think back to how they were feeling on their very first day of school. Were they feeling excited? Nervous? Scared? Ask who came with them for their first day--mom, dad, brother or sister? Give students a moment to turn to a partner and share their first day of school story. Regain attention, "Well today we are going to read about a cat as he goes to school for the first time. His name is *Splat*."

B. Transition

1 Minute Listen carefully to hear how Splat is feeling.

C. Main lesson

1 Minute: Write "Splat the Cat" on a white board or paper near the reading circle so that students can see the words while I read.

7-10 Minutes: Read Splat the Cat aloud using proper read aloud techniques. Track text with pointer and encourage student participation and track text, emphasizing the /spl/ in "splat"

5-7 Minutes: "Do you remember learning about word families? What were some of the families that we learned about? [write the word families the students name on the paper behind me] What part of the word makes the word part of the family? That's right, the end. Let's look at the title, *Splat the Cat*. Which word family do those two words belong to? That's right, the "at" family

[underline the /at/ in both words]! Well today we are going to learn something new! Instead of looking at the end of the words, we are going to take a look at the beginning [circle the /spl/ and /c/]. Let's read the title aloud together. What sounds do you hear? [allow students to respond] That's right, we hear the "ca, ca, ca, in "cat" and you all know all about that sound. Today we are going to learn about the "spl, spl, spl, sound in "splat".

- 15-20 Minutes: Allow students to go into literacy centers as per classroom routine. The centers include:
- Listening Center:** using [www.audioboo.com](http://www.audioboo.com), the teacher will record the story. Students can listen to Splat the Cat while following along.
  - Pocket Chart:** the teacher will have set up a laptop next to the pocket chart and filled the chart with note cards reading "SPL" and endings to common /spl/ words (splendid, splash, splat, split, splurge, splatter) Students will build the words by adding endings to the /spl/ and use decoding skills to figure out the word. Pre-recorded audoboos on the laptop will speak the words for the students as a means of scaffolding and self-correction.
  - Writing Center:** Students can engage in imaginative play while using their writing skills or take time to write letters to friends, short stories, etc.
- 5-7 Minutes: Gather children back onto reading rug. Allow volunteers to share what they learned during center times. "Who learned a new word that begins with /spl/?" As children give /spl/ words, speak each word aloud as a class. Write the words on the board.
- 7-10 Minutes: Re-introduce Splat the Cat. Invite children to read aloud along with you as they would like. "I want to do an action every time we hear *this* sound (write /spl/ on board). Who has an idea of an action we could use?" Allow children to pick the action they want to use from the suggestions given (i.e. clapping hands, patting legs, etc.) Re-read story encouraging class participation and observing children as they respond with their action.

#### D. Transition

- 1 Minute: "Class I think you did a *splendid* job today! Keep your eyes and ears open as we go through the rest of our day. See if you can notice any other /spl/ words!

#### E. Conclusion

Return students to their seats. As children notice /spl/ words (used intentionally throughout the day) keep a running list on the board.

#### VI. Assessment:

Teacher will use informal observations to check student understanding during the all-pupil response time during the second reading. Teacher will make notes on a checklist immediately following the response time to record student responses. Teacher will also make anecdotal notes during center time.

#### VII. Assignment:

Students will add to a /spl/ list throughout the day. No other assignment will be given.

**VII. Self Evaluation: (On Back)**

**IX. Coop's Comments: (On Back)**