

Roger Gurganus

Lesson: Phonological Awareness—Long and Short Vowels

Subject: Literacy/ Language Arts

Grade Level: 1st Grade

Date: August 1, 2011

Duration: 20 minutes a day for 6 days

Lesson Objectives: In this lesson students will learn the phonological task of identifying long and short vowels and using the skills of what each sound makes to read words in their daily reading.

Materials: Crayons, pencils, worksheets and assessments, magnetic letters and magnetic board.

Instructions:

Day One: (Pre-Assessments)

On day one for my Plan of Action I will give Mason a three pre-assessment on vowel sounds. I will sit at my Guiding Reading table with just Mason and myself and I will have him complete the two assessments. I will only give Mason verbal instructions and will not give hint, clues or direction to him as he is completing the documents. After Mason has completed the assessments I will then have him read a book while I look over and see what he understood and what he did not understand. After I have looked it over I will then talk to Mason and explain to him what he did correct and what he did incorrect. I will then explain to him that he will be working over the next week on these skills so next time he takes this test he will do much better.

Assessment One: The worksheet consists of 11 words that consist of short and long vowel words. Mason will then take his pencil and connect the word to either the bubble that says Long or the bubble that says Short depending on how the word is spelled.

Assessment Two: I will give Mason a list of words that consist of 7 short vowel and 7 long vowel words. He will have to look at the list and read me the words aloud.

Assessment Three: I will give Mason a list of words that consist of 4 words with the double E's in the middle and 4 words that consist of the double O's in the middle. He will have to look at the list and read me the words aloud.

Day Two: (Start of Lesson One)

On day two I will be working with Mason on the sounds that short vowels make. I will be using the magnetic letters and board to create words to show the short vowel sounds.

Day Three:

On day three I will be working with Mason on the sounds that long vowels make. I will be teaching Mason about how the "e" at the end of a word makes the vowel inside the word say it's name. I will start of by explaining this to Mason and giving him examples using the magnetic letters and board. I will then give Mason a sheet to color that shows the "bully E" yelling at the other vowels, asking them to tell him their name. I will then give Mason another worksheet that will have the After he identifies what the picture is he will say what it is aloud and listen for is he can hear the vowel say it's name and if it is he will connect the picture to the word long or if it doesn't he will connect it to the word short.

Day Four:

On day four we will review the sounds that long and short vowels make and then I will give Mason a worksheet that has a picture of the “Bully E” in the middle with 8 words around it that consist of long and short vowel words. Mason will then have to read the words on the page and then on the other sheet that I give him he will have to rewrite the word in the column that it fits, either it. I will read this poem to Mason and after I will pass out to him a blue and red crayon. I will ask him to go through the poem with me and after we read each word he will either have to circle the word blue if the word is a short vowel word or circle it red if the word is a long vowel word.

Day Five:

On this day I will be giving Mason 10 words that consist of both long and short vowel sounds. These 10 words will be written on individual papers and Mason will have to read the word to me and then draw a picture of each.

Day Six: (Post-Assessment 1 and Start of Lesson 2)

On day five I will be giving Mason the Post-Assessment to see what he has learned over the past four days.