

CVC REVIEW WITH BEEBOTS

Course Name: Phonics

Time Frame (in minutes): 60

Unit/Theme: CVC Short Vowel Words

Grade Level: 1st Grade

CONTENT AND SKILLS
Learning Objectives: Students will use BeeBots as part of a phonics review activity. For the past few weeks, students have been learning about different short vowel sounds in CVC (Consonant-Vowel-Consonant) words in isolation (one week practicing short a, the next practicing short i, etc). Most recently, they have been practicing these skills out of isolation in order for them to practice identifying and distinguishing the different short vowel sounds across various CVC words. This activity with BeeBots will help them practice this skill as they work collaboratively to code a path for the BeeBot to hit all picture card words of a particular short vowel.
Students I can statements . . . • I can work collaboratively with my peers within a group. • I can use the BeeBots safely and responsibly. • I can listen for different short vowel sounds in CVC words.
How will you meet the needs of SWD and ENL students? • ENL Partner Teacher and/or ENL aide will be present during the lesson to help support students, as needed. • Repeated and simplified directions will be given for all students. • Students are always allowed to ask to take a break from their work as they feel they need it. This could include using the calming corner, stretching, taking a drink of water, etc. Some students could also have planned breaks or work chunked to help them with task completion. • A visual of the buttons and their meaning will be provided for student reference throughout the activity. • Students will be grouped purposefully by the teacher, with students of different reading abilities paired together in order for students to help each other with the work.
Content Standards <i>NYS 1st Grade ELA Standards</i>
1.RF.3 - Know and apply phonics and word analysis skills in decoding words.
NYS Computer Science and Digital Fluency Standards
K-1.IC.3 - Identify computing devices in the classroom, home and community. K-1.CT.9 - Identify and fix (debug) errors within a simple algorithm. K-1.NSD.1 - Identify ways people provide input and get output from computing devices. K-1.NSD.5 - Identify physical devices that can store information.

NYS SEL Benchmarks-

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

2A.1b - Use listening skills to identify the feelings and perspectives of others.

2D.1a - Identify opportunities, challenges, and conflicts commonly experienced by themselves and their peers.

2D.1b - Communicate needs and wants clearly with peers and trusted adults, and practice approaches to navigating conflicts with adult support.

3A.1b - Create, understand, and practice shared classroom expectations that support the wellbeing of self and others.

INSTRUCTIONAL PLAN

Introduction

- Teacher will explain that students have been working hard on their short vowel sounds in CVC words over these past few weeks, and today's activity will allow them to practice those skills. Teacher will explain that we are going to be using a fun piece of technology for today's phonics activity.

BeeBots Overview

- Students have been exposed to BeeBots prior to today's lesson, but the teacher will go through basic use as a reminder. Teacher will hold up the BeeBot and ask students if they remember what it is. **K-1.IC.3** After students respond that it is a BeeBot, the teacher will ask students what we can do with BeeBots. Students will share what they remember about BeeBots from prior exposure (pressing the buttons to get it to move, making a path for it to move, etc.)
- Teacher will then review how BeeBots work with students. Teacher will explain that in order to move the BeeBot along the path that we want, we have to put in the right code. We do this by pressing the buttons in the order we want it to move. When we are done with our code, we can press GO and the BeeBot should move along the path to get from our start point to our end point. **K-1.NSD.1** Students will be reminded that we do not press one button at a time, but instead we have to put the entire code in before pressing GO - the BeeBot remembers the directions and will follow the path we tell it to. **K-1.NSD.5**
- Students will use a recording sheet to map out their path and their code first for the BeeBot to follow before using the buttons. Teacher will ask students what we should do if we give the BeeBot a code, but it doesn't follow the path we want it to. **K-1.CT.9** Students should share that there must have been a wrong direction in our code so we have to clear the code and try again.
- A visual of the buttons and their meaning on the BeeBot will be provided for students to use during this activity as a reference.

BeeBots Phonics Activity

- Prior to the start of the lesson, the teacher will have materials set up for students. There will be 5 mats and 5 groups of students. Each mat will be a focus on finding a different short vowel. Each mat will include at least 3 picture cards that match that

short vowel, as well as several other picture cards. For example, on the short A mat, there will be picture cards for cat, map, and rat, as well as hit, web, sun, hot, etc. There will also be a start/go position card on each mat where students have to start the BeeBot each time. An example of the setup for a short A mat can be found below



- When students go to a mat, as a group they have to find and code a path to hit all 3 of the short vowel sounds at that mat, starting from the start/go point. For example, when students are at the short A mat, they have to code the BeeBot to move from the start point to cat, map and rat, without hitting any of the other picture cards. Groups will use a recording sheet first to write down their code before actually inputting the code into the BeeBot.
- Possible extensions could include:
 - A stop/finish card on the mat so students move from go/start to stop/finish while hitting the appropriate short vowel cards along the way.
 - Once students find and code the path, they could find an alternate route.
 - Once students find and code the path, the teacher could move the picture cards around to have them code a new path.
 - The teacher could add more than 3 picture cards for the short vowel at a given mat.
 - The teacher could fill up the entire mat with picture cards, creating a clear path from one sound card to another for students to code.

Expectations for Working with BeeBots and Working Collaboratively

- Teacher will review student and classroom expectations pertaining to this activity:
 - Students should work collaboratively to code their BeeBot. This includes taking turns, listening to their peers, being respectful and kind, and working to problem solve as a group, rather than as individuals.
 - Students should be safe and responsible when working with the BeeBot.
 - Students should stay on task to complete the activity.
 - Students should ask for adult help as needed throughout the activity.

Student Group Work Time with BeeBots

- Students will be assigned into a group and assigned to a mat to work on a particular short vowel skill.

- Students should work collaboratively to find and code the path to hit all of the short vowel sound words at their station. When they have finished, they should ask the teacher to come and watch their coded path. If they are done, some of the possible extension activities above could be done with individual groups.
- If time permits, groups can move on to a different station to work on a different short vowel sound. This can also be done over the course of several days/lessons so that each student group has a chance to visit all 5 stations.

Closing

- The teacher will bring students back together on the rug to have a closing discussion and reflection on the activity. The teacher can ask questions such as:
 - What went well within your group?
 - What might your group still need to work on?
 - What was your favorite part of working with the BeeBots?

BACKGROUND OR PRIOR KNOWLEDGE

- Students will have knowledge of CVC words and be able to distinguish the different short vowel sounds within words.
- Students will be familiar with BeeBots as they have used them in the classroom prior to today's phonics lesson.

MATERIALS / RESOURCES

- BeeBots
- BeeBots mats
- All resources: [CVC Resource Folder](#)