

In Class Portfolio Lesson Plan

Massachusetts Frameworks covered in lesson:

Phonological Awareness:

- MA.2 Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
 - Isolate and pronounce initial, *medial* vowel, and final sounds (phone
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.
- MA.3 Demonstrate beginning understanding of phonics and word analysis skills.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ

Technology Standards:

- K-2
- 1.1 Demonstrate beginning steps in using available hardware applications (turn on computer, launch program, use a mouse).
 - 2.1 Follow classrooms rules for the responsible use of computers, peripheral devices, and resources.
 - 3.1 Use age appropriate technologies to locate, collect, and organize information.

Objectives with measurable verbs:

Student will be able to:

- Identify and distinguish between the short vowel sounds /e/ and /i/
- Sort pictures with words that contain the short vowels e and i

Assessments that measure mastery of objectives:

Students will be informally assessed through observation. They will also complete an “Exit Ticket” reflecting the lesson’s objectives.

Agenda:

1. Teacher will play two short [Animoto](#) presentations that display words with short vowel sound /e/ and /i/. After each [Animoto](#), the teacher will pause to ask the students what each of the picture words had in common. Does anything sound the same in each word? Teacher will prompt students to “tap out” some of the words, while she writes the sounds on the board. Students will identify as a class that all the words had an /e/ sound or an /i/ sound. (Students have already been taught the short sounds for /e/ and /i/, so this activity will serve as a introductory hook for today’s lesson).
2. Teacher will ask the students to stand and “Phonerise” the vowel sounds they have learned. This is a procedure where students tap their head, waste, and toes saying the letter, word with

that letter sound, and the letter sound. For example: students touch head and say “a”, then touch their waste and say “apple”, then touch their feet and say “/a/”. This is an activity in which the students are familiar with doing.

3. Teacher will then review the short vowel sounds /e/ and /i/ using our flashcards and asking students to think of words that have either of those sounds.

4. Class will move into the computer lab where they will play the game: [The Vowel Sort Game](#). The teacher will model for the students how to move the mouse and properly play the game. This will serve as a 5-10 minute practice with short vowel sounds.

5. Teacher will then instruct students on how to bring up the powerpoint that has already been made and ready on each computer. Teacher will scaffold instruction by modeling for the students how to do the picture sort and provide assistance as needed. This activity should take approximately 5-10 minutes.

6. Students will complete an “Exit Ticket” to be collected by the teacher as a formative assessment. Teacher will read and explicitly explain the directions for the students.

List of materials for teacher:

- Completed Animoto
- Vowel Picture Cards
- Computers set up and ready
- Powerpoint sort activity
- Exit Ticket

List of materials for student:

- Individual computer for each student
- Headphones
- Pencil, red and blue crayon

Higher-Level Thinking Objectives:

- Distinguish between the /e/ and /i/ sounds when reading a CVC word
- Determine what their mouth feels like and looks like when forming these vowel sounds
- Identify words that have the /e/ and /i/ sound in the middle

Techniques that meet UDL:

Multiple means of representation:

- Flash-cards for review
- Phonercise activity

Multiple means of expression

- Powerpoint sort
- Website Game
- Exit Ticket

Multiple means of engagement

- Phonericsing
- Website game
- Powerpoint

Creative and unique approaches

- Students will get up a move around through the Phonericsing activity
- Students will use the computer to play a game
- Students will use the computer to do a vowel sort game

Depth of content:

This lesson provides practice on a challenging concept for young kindergarten students: distinguishing between two very similar sounding short vowels. The content is basic, but the concept is a challenge and students need a lot of practice with it in different forms. This lesson provides a different way for students to learn to distinguish between these two sounds.

Name _____

Exit Ticket

Circle the pictures that have the /e/ sound blue and the pictures with the /i/ sound red.

