

W200 Service-Learning Project Lesson Plan

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Step I: Project Information:

Teacher's name and background (e.g., technology comfort level)	Chrissy Meyers. Currently a third grade teacher, but she has taught grades first-fourth. Comfortable with technology: 5 on a scale of 1-5
Grade level	1st grade
Subject area	Language arts
# of students and student characteristics	24 students, ages 6-7. Students react best to involvement with technology she lists they find worksheets boring sometimes.
Any students with special needs? Describe	1 student with cerebral palsy. She does not have severe cerebral palsy. Her accommodations include: small amounts of physical activity, extra time with the teacher to talk over material they find confusing/difficult. She also is allowed up to a hour of extra testing time if the test has a lot of hand-writing explanations.
Technology Accessibility (What's available in school and classroom?)	Teacher computer with internet access, electronic projector and projection screen, interactive whiteboard, document camera (ELMO), and student computer station, classroom printer, & handheld technology (ipads)
Barrier(s) to technology access if any	The classroom computer station does not have enough to accommodate each individual student. Instead, instructors will reserve the iPad cart from the library for app activities.
Lesson/Unit topic	Phonemic awareness
Length of the lesson/unit	3 hours
How the lesson/unit was taught before?	I would like to use Elkonin boxes (which are used to segment words into phonemes) to segment consonant-vowel-consonant words. These can be found easily online and I need pictures to match with the boxes. It would be great to have a flip chart (we use ActiveInspire) that we can use to side the sounds into the boxes.
Common Student mistakes/struggle	They are able to come to the board and use the pen to move the chips for sounds.

	They add an additional sound to the phonemes. So for B that would say BUH or for T say TUH.
Teachers' needs/ changes for the lesson/unit	Changes needed include integrating more technology rather than worksheets to keep the students engaged in the lesson.

Reflection Questions:

1. How will the teacher's background and technology ability level impact what you might design or recommend?

Chrissy has been teaching since 2006. She has been teaching in the years of technology gradually being implemented in the classroom. She has been fortunate enough to be able to use the new technology that is available to teachers, and is therefore very comfortable with integrating technology in her classroom. She also has great access to technology, so we could use this to our advantage. This will enable us to find apps or online materials that she can access to integrate into the lesson to make it more teacher and student friendly.

2. How will the students' grade level impact what you might design or recommend? Specifically, think about what the students will be able to do at this age.

The students are in first grade, so the lesson plan cannot be too complicated at this point. The lesson should be straightforward and have clear instructions as well as allow for time for students to ask questions. The lesson should also address common mistakes made by the students in the class.

3. Keeping in mind your response to the previous question, what might students at that grade level would have learned about this topic? Think about (or research) what students at this grade level have already learned on the topic.

At this grade and age, students are talking and pronouncing words to their best ability, so they have already began on this lesson since they started talking. However, there is typically no research that is done on this standard prior to learning it. Most learning takes place at home and around older peers, thus the children pick up on common vocabulary and how to pronounce such words from the home and their friends.

4. If there are students with special needs, what accommodations might you need to make?

Since there is one student with cerebral palsy, we may need to add extra time for Mrs. Meyers to individually assist the student. Those with severe cerebral palsy work well with technology when they communicate, so integrating ipads or the like in the lesson would be ideal. Last but not least, students with cerebral palsy have a hard time with physical activities and motions and therefore, this lesson should take place while sitting at a desk or have an alternative to any portions that may include physical activity.

5. How will the availability of technology impact what you might design or recommend? For instance, iPads don't allow you to access websites that use Flash. Or scheduled computer labs may require the teacher to reserve time in advance.

Since our teacher does use iPads, we will not be able to use any source that uses flash, therefore limiting the amount of interactive websites we can use, but apps should make up for this loss. We will also be restricted to any interactive apps that are in the app store, and websites that have "tablet friendly" modes. If we would like to use a website that includes flash, our teacher would have to use the student computer station, which most likely does not have enough computers for each student to use individually. Therefore, we are mostly restricted to iPads if we would like to create a one-on-one experience with technology.

6. Most concepts have typical things that students struggle with (misconceptions). For example, when talking about the reason for season's, most students describe that it's due to the tilt of the earth's axis. Using the information your teacher provided about the concept in his/her class, as well as googling online to find out common difficulties, what are some common misconceptions and how might you design your lesson to overcome them?

Our teacher notes that her students often add an additional sound to the phonemes. So for example, for B that would say BUH or for T say TUH. Also, after googling the topic, a common issue with this standard is student frustration or lack of interest. Most students are aware of how to say the word but are unaware of how to break down the word into individual sounds. Many times, students pay more attention to the meaning of the word instead of matching the sounds to letters.

7. In terms of teachers' needs or changes for the unit, what will you need to keep in mind as you design/recommend your materials? (e.g., Teacher needs a group activity, I need to think about tools that might help me group students).

Since our teacher did not list any needs or changes that needed to take place, we will keep in mind the student with cerebral palsy and their needs. We will also think about the best way to integrate her one-to-one technology to reduce frustration and lack of interest in the standard.

STEP II. Analyze the Learning Objectives

Standards	Indiana state standards: CCSS.ELA-LITERACY.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-LITERACY.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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a. Learning Objectives

After this class, students should be able to:

- Objective 1: Identify individual phonemes and their unique sounds
- Objective 2: Combine individual phonemes to make words and pronounce the words they made.
- Objective 3: Break down words into their correct phonemes to sound out the word.
- Objective 4: Correctly construct, spell, and sound out words made of individual phonemes in a booklet and recording.

STEP III. Outline of Instructional Tasks

	Instructional Tasks (with estimated class time)	Learning Objectives addressed
1	Introduce phoneme and the sounds. Ex: ir, ur, er, ed, up, and etc. (30 minutes)	#1
2	Play slap the bug: the teacher will state, "Find a word with phenome that sounds out 'tuh'". This will be done with all phonetic sounds learned or until students show a large understanding of the idea (30 minutes)	#1, #2
3	Students use a phonic awareness app to sound out individual phonemes then add them together to spell a word. (30 minutes)	#1, #2
4	Use interactive whiteboard: project pictures of words that students should be able to make (ex: dog) and have students raise their hands if they know how to spell it. If they volunteer, have them write ONE of the many phonemes of the word below the picture on the whiteboard, and as a class have them make the word together, as each student contributes a phoneme.	#3, #4
5	Creating a booklet activity. The students will have a blank booklet, and will be given a sheet of "cut out" letters and phenom sounds. The students will be in charge of making a	2,3

	short story and paste their sentences on a paperback booklet as their rough draft. (60 minutes)	
6	As the students finish their rough draft, the student will collect clip art/pictures they will use in their story. They can also draw their own pictures into the book. Using the app "StoryBuddy 2" or one like it, they will create their final product. The app should allow students to add audio, thus students will be required to add audio clips of them reading each page. At the end of the class, students will have the option to read their classmates short story. (60 minutes)	4

Reflection Question:

1. How do these activities meet the learning objectives?

The first objective is worked on primarily through instructional tasks 1 and 2. Task one is solely to introduce what phonemes are as well as some examples of phonemes and what they sound like. This directly correlates with the learning objective of identifying individual phonemes because the teacher is introducing what they are and how they sound. Task two familiarizes students even more with the sounds of phonemes and also helps students identify these phonemes within words, thus helping students see that phonemes all add together to make words, not that they are individual words. The second objective is worked on in instructional tasks 2, 3, and 5. In instructional task 2, like mentioned above, the students become more familiar with phonemes adding together to become one word. This directly correlates with objective 2: combine individual phonemes to make words and pronounce the words they made. In instructional task 3, students use a phonic awareness app to spell out words and exhibit their ability to combine multiple phonemes to make one whole word. In instructional task 5, students take words they have made out of phonemes in order to make sentences, which builds on the standard of objective two by having students combine phonemes to make words, then combining words to make sentences.

These activities directly address the learning objectives. Objective one is constructed in the first instructional task and then built on within the rest of the lesson, while adding on other instructional tasks. Each activity correlates with the number learning objective (i.e. objective one correlates with activity one). This assures that students will be able to address all objectives by the end of the lesson.

2. Which learning objective(s) was(were) not strongly addressed by the instructional tasks?

We feel as though we have covered all the objectives strongly, some more than others. As a group, we feel like objective 1: Identify individual phonemes and their unique sounds and objective 2: Combine individual phonemes to make words and pronounce the words they made

were addressed thoroughly and gave the students the ability to apply the new information into an interactive activity. Since these more so cover the main purposes of the lesson, they are more strongly covered. Objectives 3 and 4 have to do more with the revision and application of the material and therefore are covered less, but reinforce the ideas of objectives 1 and 2.

STEP IV. Search Options

Task	Technology Option	Description
Introduce phoneme and the sounds. Ex: ir, ur, er, ed, up, and etc.	Vowel Pairs Cat Food Spelling http://www.education.com/games/vowel-pair-cat-food-spelling/	Roly is hungry for vowel pair words. In this fast-paced game, kids must make words with common vowel teams to get Roly the food he needs, but they have to hurry because the clock is ticking! Perfect for spelling simple words and practicing homophones, this game is so fun that kids won't even realize how much they're learning animals. Through the website, students will be able to name different four-legged mammals.
Introduce phoneme and the sounds. Ex: ir, ur, er, ed, up, and etc.	Tutu's Blending Sound Quiz http://www.education.com/games/tutu-blending-sounds-quiz/	Listen closely—can you hear each sound in the word? Kids practice consonant and short vowel sounds in this phonics game. Early learners must listen closely, and identify an image for each short vowel CVC word that they hear. By practicing blending, kids will strengthen reading skills and their ability to learn new words.
Introduce phoneme and the sounds. Ex: ir, ur, er, ed, up, and etc.	Bug Phonics http://www.education.com/worksheets/article/bug-out/	What kind of bug doesn't know how to spell its own name? Have your little critter practice phonics by saying each name aloud. He'll practice writing the beginning letter on the line to complete the creepy-crawly name.
Play slap the bug: the teacher will state, "Find a word with phoneme	Gus the Bug Quiz	Early readers get plenty of valuable practice with short U sounds when they

that sounds out 'tuh'". This will be done with all phonetic sounds learned or until students show a large understanding of the idea	http://www.education.com/games/gus-the-bug-quiz/	try to answer these quiz questions featuring adorable scenes from <i>Gus the Bug</i> . In this challenge that combines reading comprehension and vowel sounds, kids have to choose between two sentences, determining which one best describes the picture. Our e-storybook version of <i>Gus the Bug</i> is only available in Brainzy, our comprehensive games program for early learners.
Play slap the bug: the teacher will state, "Find a word with phenome that sounds out 'tuh'". This will be done with all phonetic sounds learned or until students show a large understanding of the idea	Class Dojo https://www.classdojo.com/	Class Dojo can be used to pick participants at random during the game and to keep track of which students stayed engaged in the learning process
Play slap the bug: the teacher will state, "Find a word with phenome that sounds out 'tuh'". This will be done with all phonetic sounds learned or until students show a large understanding of the idea	Google sheets	Google sheets can be used to make a grid of words with specific phenomes in it, thus the teacher can pick the words and can also make the grid as large as they wish. The teacher can also choose the font and color of the words so they can add a little fun to the game!
Students use app to sound out individual phonemes then add them together to spell a word.	Sound it Out https://play.google.com/store/apps/details?id=com.havoc.soundsounditout	Sound It Out is a game that will help your child learn and discover phonics. It was developed by a kindergarten teacher to promote beginning phonics. It has beginning, middle and ending sounds. It has a trace option as well as a spell option. There are two levels of play. One level for beginning spellers and the second level is for those that need an extra challenge. Sound It Out uses CVC words (consonant, vowel, consonant) to promote letter sounds and spelling. It helps children use letters and their

		sounds to create words. Colorful pictures are provided to show the child which word they are sounding out and spelling. Sound It Out is great for teaching your children or students sounds, letter recognition, words, letters and spelling. If you child is already learning sight words, dolch words, fry words, CVC or flashcards then this is the app for you. It works well for preschool, kindergarten, first grade, and/or second grade.
Students use app to sound out individual phonemes then add them together to spell a word.	Starfall http://www.starfall.com/	Starfall.com has a game called “word machines” that allows for students to pick a sound (ex. “short a”) and gives examples of words with these sounds in them and then sounds out the words slowly and then faster as time goes on. This allows the students to sound out the word along with the program.
Students use app to sound out individual phonemes then add them together to spell a word.	Phonics vowels app https://itunes.apple.com/us/app/phonics-vowels-short-vowels/id453633094?mt=8	Phonics Vowels teaches each word's phonics spelling, beginning sound, word family phonics, short vowel sound, and images with animations and interactions for each word. There are 30 different vowel sound combination groups which focus on the short vowels, long vowels and two vowel combinations phonics learning. After kids complete the phonics spelling in each group, the matching game follows, and kids can review what they learned previously.
Use interactive whiteboard: project pictures of words that students should be able to make (ex: dog) and have students raise their hands if they know how to spell it. If they volunteer, have them write ONE of the	Random image generator http://writingexercises.co.uk/random-image-generator.php	This random image generator picks random pictures from a database, ranging from birds to ships. Most images are comprised of words of six or less letters, resulting in words that these kids should be able to identify multiple phonemes from but also should be able

many phonemes of the word below the picture on the whiteboard, and as a class have them make the word together, as each student contributes a phoneme.		to spell and identify
Use interactive whiteboard: project pictures of words that students should be able to make (ex: dog) and have students raise their hands if they know how to spell it. If they volunteer, have them write ONE of the many phonemes of the word below the picture on the whiteboard, and as a class have them make the word together, as each student contributes a phoneme.	Phonics Genius https://itunes.apple.com/us/app/phonics-genius/id461659980?mt=8	-Over 6,000 unique words - this means you will never get tired of it since you always have new words to discover - Words are intelligently grouped by phonics - App supports 3 unique learning modes including (play audio automatically and proceed to next card on click or hear audio only on click and move back and forth one word at a time by swiping left or right) -Multiple unique game (quiz) modes from easy (2 words only) to challenging (6 words per page) -Phonic highlights accelerate learning - students can see the phoneme that is being emphasized in each lesson via highlights - Ability to add your own cards - you can add an unlimited number of new words and record your own voice
Use interactive whiteboard: project pictures of words that students should be able to make (ex: dog) and have students raise their hands if they know how to spell it. If they volunteer, have them write ONE of the many phonemes of the word below the picture on the whiteboard, and as a class have them make the word together, as each student contributes a	Interactive phonemic chart https://www.englishclub.com/pronunciation/phonemic-chart-ia.htm	The symbols on this clickable chart represent the 44 sounds used in British English speech (Received Pronunciation). Click on each symbol or sample word to hear.

phoneme.		
Creating a booklet activity. The students will have a blank booklet, and will be given a sheet of “cut out” letters and phenom sounds. The students will be in charge of making a short story and paste their sentences on a paperback booklet as their rough draft.	iPad-camera	Students can take pictures of their rough drafts
Creating a booklet activity. The students will have a blank booklet, and will be given a sheet of “cut out” letters and phenom sounds. The students will be in charge of making a short story and paste their sentences on a paperback booklet as their rough draft.	Google Docs	This is a site that is open for students peers to peer read their rough drafts. Students can upload the pictures they took of their rough drafts on a google doc and share it with their classmates. Being able to look for spelling or grammatical errors. This also lets the author get feedback of changes that could be made to their story.
Creating a booklet activity. The students will have a blank booklet, and will be given a sheet of “cut out” letters and phenom sounds. The students will be in charge of making a short story and paste their sentences on a paperback booklet as their rough draft.	Online timer http://www.online-stopwatch.com/countdown-timer/	The use of an online timer will help students keep track of their half hour that they are allotted for this activity.
As the students finish their rough draft, the student will collect clip art/pictures they will use in their story. They can also draw their own pictures into the book. Using an app, they will create their final product. At the end of the class, students will have the option to read their classmates short story.	Book Creator (Apple Products) https://itunes.apple.com/us/app/book-creator-for-ipad-create/id442378070?mt=8	This app is for any mac devices, but mac devices only. Students are able to draw their own picture into the booklet. After the student finish their booklets, they are able to share it via email, iCloud, messages, dropbox, and google drives. Because they are using a mac device, if the student wants to share it with the whole class, he/she could use the Apple TV to project it on the big screen.

As the students finish their rough draft, the student will collect clip art/pictures they will use in their story. They can also draw their own pictures into the book. Using an app, they will create their final product. At the end of the class, students will have the option to read their classmates short story.	Appy pie http://www.appypie.com/?utm_source=bing&utm_medium=cpc&utm_term=booklet%20maker%20app&utm_campaign=Search-PBS-GEO-AppyPieBing	The ability to make a booklet in minutes. The students will be able to import pictures, enter texts, and import voice recordings. The app gives you an option to read along with it or turn mute the audio so that the reader may read aloud at their own pace.
As the students finish their rough draft, the student will collect clip art/pictures they will use in their story. They can also draw their own pictures into the book. Using an app, they will create their final product. At the end of the class, students will have the option to read their classmates short story.	StoryBuddy 2 https://itunes.apple.com/us/app/storybuddy-2/id505856601?mt=8	This app allows students to add their own pictures, recordings, and Draw directly on the iPad's screen with your finger as they create their very own picture book. Add customizable text with the built-in keyboard. Import images from your photo album for that personal touch. Even add paper styles to each page. Listen to your very own audio narration for each page. The app also allows students to share their story with the world. Print wirelessly through AirPrint technology. Send your story to iBooks with a tap, share it with a friend through email, and even access your work through iTunes File Sharing.

Reflection Questions:

Which task was the most difficult one to address with appropriate technology options? And why?

The task that was the most difficult to address with appropriate technology options was the “slap the bug” game because this is an activity that we both did in elementary school, but without any interactive tools. It was hard for us to re-imagine a game which required no technology to incorporate technology, especially when the idea behind the game is so simple and straightforward, finding three different technology options proved to be difficult.

STEP V. Selected Options

1. TASK: Introduce phoneme and the sounds. Ex: ir, ur, er, ed, up, and etc. (30 minutes)

SELECTED OPTION(s): Vowel Pairs Cat Food Spelling

<http://www.education.com/game/vowel-pair-cat-food-spelling/>

For task #1, why is/are this/these technology option(s) the best choice?

This option is the best choice to introduce phonemes and their sounds because it shows how the changing of one individual phoneme can change the meaning of an entire word. It also introduces the phonemes being used in multiple different examples, helping explain to the learner that the phonemes will appear in lots of different words in order to make the same sound in every word. This is effective because it offers a variety of exercises and examples to facilitate mastery of the skill of learning the sounds and importance of phonemes. It is also efficient because the teacher will save time from having to go through each individual sound, and allows students to learn at their own pace, letting teachers roam around the room and individually help the students who are struggling more with the idea.

2. TASK: Play slap the bug: the teacher will state, "Find a word with phenome that sounds out 'tuh'". This will be done with all phonetic sounds learned or until students show a large understanding of the idea (30 minutes)

SELECTED OPTION(s): Class Dojo <https://www.classdojo.com/>

For task #2, why is/are this/these technology option(s) the best choice?

Class dojo will be very helpful in calling on students and choosing students to come up to the board, since many times students get to fight over who gets to play first. Class Dojo can also be used to keep track of progress of individual students, so if one student is having difficulty with the learning objective, the teacher can make note on this without other students having to know, then the teacher can go back to this student and help them later on in the lesson or during down time. Teachers can also reach out to parents through this app and let them know if their child is having trouble with the game or lesson and if there is anything the parents can do to assist in learning at home.

3. TASK: Students use a phonic awareness app to sound out individual phonemes then add them together to spell a word.(30 minutes)

SELECTED OPTION(s):Starfall <http://www.starfall.com/>

For task #3, why is/are this/these technology option(s) the best choice?

Starfall is a great app to use because it is engaging with the students because they need to pay attention to what sounds go together to create a word. This to enhances the student's ability to apply their knowledge in a real-word context because they can now identify objects in their daily life and sound them out in order to spell the words. This website is also very similar to an online version of Elkonin boxes, which Ms. Meyers noted that she would like to use within her lesson plan.

4. TASK: Use the interactive whiteboard to project words (ex: look) on to the board. Ask students if they know a phoneme in the word, if one raises their hand, have them come to the interactive whiteboard and circle the letters and pronounce the phoneme to the class. Continue this process until the whole word has been circled and pronounced. Then, as a class, put together the individual phonemes to pronounce the word.

SELECTED OPTION(s): Phonics Genius

<https://itunes.apple.com/us/app/phonics-genius/id461659980?mt=8>

For task #4, why is/are this/these technology option(s) the best choice?

This app allows for students to choose which phoneme is the correct answer, then lets the student click on it and as the app reads the sound, they can reinforce their knowledge of the sound of the phoneme. Not only is the app sounding it out engaging, thus helping students become more interested in the topic, but it also is enhancing, as this activity would be very hard to manage if it was not for technology. This is also a game that the students will be able to mostly run by themselves, allowing the teacher to sit with or by the student with Cerebral Palsy and make sure that they understand the concepts of the lesson without going any further. This app is also amazing because it allows students to download it and work on their reading and spelling skills from home if they need assistance. This way, parents can also become involved in their learning and help go over any trouble areas in order to reinforce the learning at home. This also addresses a common issue among students learning phonemes, the confusion of “buh” and “tuh” and other alike sounds. This app allows students to hear and see the difference as well as to see examples of the differences. Hopefully this will close the gap, and if there are students who are still having trouble with mixing up sounds, this app can be assigned as homework until the student understands more thoroughly.

5. TASK: Creating a booklet activity. The students will have a blank booklet, and will be given a sheet of “cut out” letters and phonem sounds. The students will be in charge of making a short story and paste their sentences on a paperback booklet as their rough draft. (60 minutes)

SELECTED OPTION(s): Google Docs and Online Timer

For task #5, why is/are this/these technology option(s) the best choice? GoogleDocs is a great choice because it engages students to collaborate their work and give feedback as to what could be changes, grammatical/spelling errors, and what could be added. The online timer is effective because it gives the students a deadline, allowing them to understand how much time is left, and not giving the students the thought of “I can do it later.” It keeps them on track. The online timer is also time EFFICIENT, not wasting class time.

6. TASK: As the students finish their rough draft, the student will collect clip art/pictures they will use in their story. They can also draw their own pictures into the book. Using an app, they will create their final product. At the end of the class, students will have the option to read their classmates short story.

SELECTED OPTION(s): StoryBuddy 2

<https://itunes.apple.com/us/app/storybuddy-2/id505856601?mt=8>

For task #6, why is/are this/these technology option(s) the best choice?

For task 6, the app StoryBuddy 2 allows students to personalize the books the most out of all the options that we explored. The ability for students to read their book in a recording that is placed on each page also reinforces their ability to piece together different sounds in order to make a whole word. The level of personalization this app allows is not only efficient because saves time compared to if students made hard copies of their books, but it is also enhancing and allows students to apply their knowledge in the real-world context of creating a story and reading a story. Students will become more engaged in the activity of creating their own book because of the amount of personalization and ability to create their own story. Last but not least, this app is engaging because it allows them to apply their knowledge of the concept as well as facilitating a mastery of the concept of reading, identifying, and creating words out of phonemes.

Were there any considerations from Step 1 (e.g., teachers comfort level, student grade level, subject area, students with special needs, student misconceptions/struggles, technology accessibility) that you did **not** address in your choices? Please describe.

Some areas we did not consider was the bug slapping game. There is one student that has cerebral palsy, she may be the first to find the phenome on the board, but she may have trouble being able to slap that word fast enough. As the teachers, the accommodation we may implement would be having one of her teammates up with her at the board to physically slap the word for her. The student with cerebral palsy will point and make eye contact with the desired word or verbally say the word, and the other student will have an easier ability to reach the desired word. This also creates teamwork between peers and promotes acceptance and helping students who are different. It also promotes the ideals of an inclusive classroom, thus helping the student feel more comfortable in their classroom environment, leading them to answer more questions and to volunteer more in class.

STEP VI: PROJECT ARTIFACTS PROPOSAL (300-500 words)

Instructional Tasks Summary

Dear Ms. Meyers,

For the one hour phonics lesson, we have planned the following instructional tasks:

1. Introduce phoneme and the sounds. Ex: ir, ur, er, ed, up, and etc. For this, we will use the Vowel Pairs Cat Food Spelling game. This game helps students construct different words out of phonemes in order to help them better understand how phonemes make up words and what sound each one makes.
2. Play slap the bug: the teacher will state, "Find a word with phenome that sounds out 'tuh'". This will be done with all phonetic sounds learned or until students show a large understanding

of the idea. The class will play Gus the Bug Quiz. This game will help ensure the students understand the phoneme and will have an easy time finding them in the word. It will let students practice their identifications of phonemes at a faster pace.

3. Students use a phonic awareness app to sound out individual phonemes then add them together to spell a word. Starfall would be the app used to apply their knowledge in a real-world context because they can now identify objects in their daily life and sound them out in order to spell the words.

4. Use interactive whiteboard and phonics genius app: project pictures of words that students should be able to make (ex: dog) and have students raise their hands if they know how to spell it. If they volunteer, have them write ONE of the many phonemes of the word below the picture on the whiteboard, and as a class have them make the word together, as each student contributes a phoneme. The phonics genius app assists them in identifying phonemes as well as how to pronounce them. Therefore, if students have trouble with identifying phonemes, they can use the app to assist them.

5. Creating a booklet activity. The students will have a blank booklet, and will be given a sheet of “cut out” letters and phoneme sounds. The students will be in charge of making a short story and paste their sentences on a paperback booklet as their rough draft. The lesson will let students practice spelling words, be able to sound them out and know what correct phonemes to use. Creating their own story will allow the students to use their imagination while still cooperating on the goal of the lesson.

6. Students will use the StoryBuddy 2 app to create their booklet, allowing them to place recordings and their very own pictures in the book. Students can share their book with the class if they wish.

Artifact 1: Rubric- Lea

Description: The rubric will be a guide for the students to follow and stay on track. It will give them the what it going to be looked at carefully. It also acts as a “set in stone” requirements so the goal is clear for students and parents when creating the project.

Artifact 2: Google slides/prezi & Screencast O'Matic video- Rachel

Description: For this, I will create a powerpoint presentation which has common phonemes and spells them out, as well as saying them and giving examples of words that contain these phonemes. This will be used to help introduce the topic. The powerpoint show will be shown

over screencast o'matic so I can talk along with the powerpoint, so then I can show the students how to pronounce these words over the video.

Artifact 3: Plickers quiz- Rachel

Description: We will use plickers to ask students how to pronounce certain phonemes. For example, a question will be: "how do you pronounce /sh/?" then, the teacher can verbally say four different ways to say the phoneme, only one being correct. This way, Students are reinforced over how to pronounce all of the phonemes they learned in a fun way that is also easy for the teacher.

Artifact 4: Google Survey Follow-up - Lea

Description: The google survey follow-up will let the students honestly inform the teacher if they enjoyed the project. It would be anonymous to ensure privacy and no biased conclusions. I also think it would be beneficial for the students to add comments on what could be added or removed, and what was difficult or too easy.

Please let us know if you have any questions. We would really appreciate if you can provide us with some feedback.

We have created a website for this lesson in order to keep all of our ideas and resources together. Here is the link!

Sincerely,

Rachel Clark and Lea Kohne