
PRELIMINARY PLANNING

PA Standards:

- ❖ 1.1.1.B: Demonstrate:
 - Phonological awareness through phoneme manipulation.
 - Knowledge of letter sound correspondence (alphabetic principle) to decode and encode words.
- ❖ 1.5.2. F: Use grade appropriate conventions of language when writing and editing.
 - Spell common, frequently used words correctly.
 - Use capital letters correctly.
 - Punctuate correctly.
 - Use correct grammar and sentence formation.
- ❖ **1.9.2. A:** Use media and technology resources for directed and independent learning activities.

Pre-Assessment (5 minutes):

- ❖ Students will be asked to use the smartboard assessment to see how well they can categorize vowels and consonants.
- ❖ Students will be asked how they know that a particular letter is a vowel or is a consonant.
- ❖ For those students who are not at the smartboard sorting the vowels from consonants, they will have a table to fill in by themselves with the same words at their seats.

Objectives:

- ❖ Students will be able to correctly sort the vowels from the consonants with 95% accuracy.
- ❖ Students will be able to make two or three real-life words from their letter cubes with 85% accuracy.
- ❖ Students will be able to create sentences using one or two words from their letter cubes per sentence with 85% accuracy.

Individual Modifications:

- ❖ Students will be in homogenous groups and will be able to play with letter cubes in their groups.

- ❖ The teacher will be around in case any of the students need assistance.
- ❖ There will be a word wall in the classroom that contains words that the students are currently using in their language arts program so that they can reference the board during the activity.

Materials:

- ❖ Smartboard
- ❖ Letter cubes (about 4 or 5 letter cubes per groups of two—two cubes should contain vowels, while the other cubes contain various consonants)
- ❖ Interactive smartboard comparison chart
- ❖ Paper handout charts (for all students to complete while not at the smartboard)
- ❖ Writing utensils

LEARNING SEQUENCE

INTO (4 minutes)

- ❖ Students will listen to the following video <http://www.youtube.com/watch?v=sYmwStHMezc> as they repeat the consonant blends along with it.

THROUGH (10 minutes)

- ❖ Students will be in groups of two. Each group of two will have six dice among them (four dice with consonants—two with vowels). The students will be using the smartboard as the main activity (for those not at the board they will be doing the same activity at their seats). Students will come up, roll the dice on the smartboard and try to create one or two words with the dice. They will write their words on the dice side of the screen and then sit back down at their seats. Another student will come up and do the same thing (do this for about five or six times).
- ❖ The students at their seat must create a total of seven words.

BEYOND (10 minutes)

- ❖ Various other students will come up to the board and write a sentence that uses one or two of the words that the students created while rolling the dice on the other side of the split screen.
- ❖ The students at their seat must create five sentences.