**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson**: short a **Subject**: Reading **Date: 2/21/14**

**2. Target Grade/Age Level:** Grade 1, Autistic Support

**3. PDE Standards:**

**1.1.1.B.** Use word recognition techniques:

• Demonstrate phonological awareness through phoneme manipulation.

• Demonstrate knowledge of letter sound correspondence (alphabetic principle) to decode and encode words.

**PA Common Core Standards:**

**CC.1.1.1.C.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

• Distinguish long from short vowel sounds in spoken single‐syllable words.

• Count, pronounce, blend, and segment syllables in spoken and written words.

• Orally produce single‐syllable words, including consonant blends and digraphs.

• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single‐syllable words.

• Add or substitute individual sounds (phonemes) in one‐syllable words to make new words.

**CC.1.1.1.D.** Know and apply grade-level phonics and word analysis skills in decoding words.

• Identify common consonant diagraphs, final-e, and common vowel teams.

• Decode one- and two-syllable words with common patterns.

• Read grade-level words with inflectional endings.

• Read grade-appropriate irregularly spelled words.

**4. Learning Objectives and Aligned Summative Assessments:**

| **Learning Objective** | **Aligned Assessments** |
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| Given 20 one-syllable short vowel CVC words containing “a”, the student will independently orally read 90% of the words correctly. | List of 20 short a, CVC words to be read aloud independently by each student to the teacher. |

| **IEP Based Learning Objective** | **Aligned Summative Assessments** |
| --- | --- |
| During reading instruction and when presented with 3 letters that make up a real (p-o-p) or nonsense (r-a-z) word, the student will sound out each letter, blending sounds together to read and then say the for at least 20 different words. | Weekly Probes |

**5. Materials Needed:**

* Word lists (attached)
* Dry erase board, marker, and eraser
* Consonant cards and a vowel card

**6. Expectations for Behavior and Class Activities:**

* The child will follow teacher directions.
* The child will actively engage in all activities to her best ability.
* The child will use kind words.
* The child will worry about him or herself and ignore the behaviors of others.
* The child will keep hands and feet to himself.
* The child will remain quiet and seated during the lesson.

**7. General or Specific Accommodations for Special Needs Learners:**

* + This is a classroom for students with autism; so many accommodations are already in place. Specific accommodations are in each child’s IEP; general accommodations include:
		- Frequent reinforcement using verbal praise or edible rewards.
		- Very low student-teacher ratio, with 2 paraprofessionals and 1 main teacher at the minimum for 8 students.
		- Separation by at least 2 peers for students who are learning to interact with each other.
		- Seating that allows all students in close proximity of the instructing teacher.
		- Inclusion of IEP objectives to allow for individualized goal acquisition.

**8. Description of Learning Activities**

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| --- | --- |
| **Teacher Wording and Display** | **Student Responses** |
| **Introductory Activity**The teacher will explain that today we will be working on practicing the short a vowel. First have the students make the short-a sound, and then have students think of some words with a short-a or “ahh” sound in them. After 3-4 words are given begin the lesson.**Instruction**Introductory Format for Letter-Sound Correspondences (a)1. (Teacher writes on the dry erase board: a.) “When I touch under the letter, you say the short sound. Keep saying the short sound as long as I touch it.”
2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) “My turn. What sound?” (Teacher moves finger out and in, touching under the letter for 2 seconds. Teacher says the short sound “/ăăă/” while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.)
3. (Teacher tests by having the group say the short sound several times by themselves.)
	1. (Teacher points under the letter and says:) “What sound?” (Signal.) (Teacher touches under letter for about 2 seconds.)
	2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)
4. (Teacher tests the students individually.)

Discrimination Format for Letter-Sound Correspondences(Teacher writes on board the new letter that has been taught (a) multiple times in array of other vowels) e o i a o u ie a u1. (Teacher gives instructions:) “When I touch under a letter, you say the sound. Keep saying the sound as long as I touch under it.”
2. (Teacher tests new sounds, points to the letter (a), pauses 2 seconds, says “What sound?” then moves finger out and in, touching under the letter for about 2 seconds.) (Teacher immediately either corrects or points to the next letter.)
3. (Teacher tests on all letters, points to a letter, pauses 2 seconds, says “What sound?” then moves finger out and in, touching under the letter.)(The teacher follows and alternating pattern in which she gradually increases the retention interval for the newly introduced letters by pointing to more review letters before returning to the new letters.)
4. (Teacher gives individual tests to each student.)

Introductory Format for Sounding Out Words in Lists(Teacher uses the Introductory Word List: hat, mad, nab, Sam, fan, rag, yam, wag, van, lap, cat, bag, pan, can, bad, tap, fan, jam, bat, wax)1. (Teacher states instructions.) “I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”
2. (Teacher models sounding out the first word, hat.) “My turn to sound out this word. Get ready.” Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. “hhhaaat, hat.”
3. (Teacher leads students in sounding out the word. Teacher points to left of word.) “Sound out this word with me. Get ready.” (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.)
4. (Teacher tests the students on the word. Teacher points to left of word.) “Your turn. Sound out this word by yourselves. Get ready.” (Signal. Teacher touches under letters.)
5. (Teacher has each student sound out the word individually.) “John, sound it out. Get ready.” (Signal.)
6. (Teacher repeats steps 2 through 5 with the remaining words on the list.)

Discrimination Format for Sounding Out Words in Lists(Teacher uses the Discrimination Word List: gap, rat, cab, tax, pan, yak, has, fat, lab, ban, dad, ham, sax, man, bag, zap, tat, nap, Pam, jag)1. (Teacher states instructions.) “You’re going to sound out each word. After you sound out the word correctly, you’ll say it fast.”
2. (Teacher points to left of first word.) “Sound it out. Get ready.” (Teacher touches under each letter for 1 to 1 ½ seconds. After the student sounds out the word correctly, the teacher moves her finger back to the beginning of the word immediately and says, “What word?” and signals.)
3. (Teacher repeats step 2 with remaining words written on the list.)
4. (Teacher gives individual tests. Teacher calls on each student to sound out a few words.)

**Independent Practice/Exploring**The students play, “pick a card” and picks an initial consonant card and final consonant card. The letters are placed before the student surround a short-a vowel card (medial vowel) and the teacher asks, “What word?” and the student will reply by reading the self-created word. Students take turns to play until 5 words are made each.**Review**“Today we practiced our short vowel a sound. What sound does a make?”**Formative Assessment**Have each student individually read each word on the formative assessment word list (attached). If student scores below 90% reteach short a CVC words. | /ă/ex. bad, mask, lamb/ăăă//ăăă/, /ăăă/, /ăăă//ăăă/, /ăăă/, /ăăă//ăăă/Students say each soundHhhaaat, hatHhhaaat, hatHhhaaat, hatGaaap, gap/ăăă/ |

**9. Potential Areas of Difficulty with the Content and Correction Procedures:**

Correction Procedure for Confusion Errors:

1. Model the correct sound: “Listen (teacher says correct sound).”
2. Test the student on the missed letter and then alternate between it and other letters previously said correctly that were not the confusion letter.
3. Retest the student later in the lesson by pointing to the missed letter and asking, “What sound?” If the student says the wrong sound, repeat steps 1 and 2.

Correction Procedure for Pronunciation Errors:

1. Model, saying the correct response, “Listen (teacher says correct sound).”
2. Lead, saying the correct response with the student while checking to see whether the lips and tongue of the student are positioned properly. If the position is incorrect, the teacher models again, saying, “Watch my mouth when I say the sound.” The teacher says the sound and watches the student’s eyes to make certain the student is attending. Next, the teacher leads by having the student say the sound with her while watching the student’s mouth.
3. Test, alternating between the missed letter and other letters, using the same pattern as for confusion errors. Teacher points to each letter and asks, “What sound?”

Correction Procedure for Pausing Errors:

1. Model. As soon as the teacher hears the error, she says: “Don’t stop between sounds. Listen to me sound out the word without stopping.” (Teacher points to letter and sound out the word.)
2. Lead by responding with the student. “Sound it out with me. Get ready.” (Teacher responds with student.) “Again. Get ready.” (Teacher responds with student.
3. Test by having the student sound out the word himself. “All by yourself. Sound it out. Get ready.”
4. Return to the a word four words earlier in the list and repeat all the words in the list until the student can sound out all the words consecutively without an error.

Correction Procedure for Sound Errors:

1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound.
2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. “What sound?” The teacher signals by touching the missed letter.
3. Test. The teacher tests the student on sounding out the word. “Sound it out. Get ready. (Signal.) What word?” (Signal.)
4. Firm. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

Correction Procedure for Saying the Wrong Word After Sounding Out the Word

1. The teacher says the correct word. “That word is sat.”
2. The teacher models sounding out and saying the word. “My turn. Sssaaat. What word?” “Sat.”
3. The teacher tests and leads if necessary. “Sound it out. Get ready. (Signal.) What word?” (Signal.)
4. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

**10. Summative Assessments:**

After all lessons in the unit, the students will be expected to read a list of 25 CVC nonsense words with 100% accuracy. Short a vowel words in this list are: bad, cap, lag, max, rap

Weekly Probe Data Collection:

During reading instruction and when presented with 3 letters that make up a real (p-o-p) or nonsense (r-a-z) word, the student will sound out each letter, blending sounds together to read and then say the for at least 20 different words.

1. \_\_\_\_\_ + - 11. \_\_\_\_\_ + -
2. \_\_\_\_\_ + - 12. \_\_\_\_\_ + -
3. \_\_\_\_\_ + - 13. \_\_\_\_\_ + -
4. \_\_\_\_\_ + - 14. \_\_\_\_\_ + -
5. \_\_\_\_\_ + - 15. \_\_\_\_\_ + -
6. \_\_\_\_\_ + - 16. \_\_\_\_\_ + -
7. \_\_\_\_\_ + - 17. \_\_\_\_\_ + -
8. \_\_\_\_\_ + - 18. \_\_\_\_\_ + -
9. \_\_\_\_\_ + - 19. \_\_\_\_\_ + -
10. \_\_\_\_\_ + - 20. \_\_\_\_\_ + - \_\_\_\_\_\_\_\_%

**11. Reflections**: This lesson went well except that one student was very frustrated with his abilities. He has a history of trying to escape lessons in reading by feigning an inability to continue. He needed to be taught alone for the lesson to encourage his progress. He did well. Both students did not have success with the noted goal of 90% accuracy on the formative assessment; however, they both had 95% accuracy with regards to errors on the short a sound. In the interest of time and ability, the unit will progress.

**12. Sources:**

Carnine, D., Silbert, J., Kame’enui, E., & Tarver, S. (2010). Direct Instruction Reading (5th ed.). Boston, MA: Perason.

**Introductory Word List**

|  |  |
| --- | --- |
| **hat** | **cat** |
| **mad** | **gag** |
| **nab** | **pat** |
| **Sam** | **can** |
| **fan** | **bad** |
| **rag** | **tap** |
| **yam** | **fan** |
| **wag** | **jam** |
| **van** | **bat** |
| **lap** | **wax** |

**Discrimination Word List**

|  |  |
| --- | --- |
| **gap** | **dad** |
| **rat** | **ham** |
| **cab** | **sax** |
| **tax** | **man** |
| **pan** | **bag** |
| **yak** | **zap** |
| **pad** | **tat** |
| **fat** | **nap** |
| **lab** | **Pam** |
| **ban** | **jag** |

**Formative Assessment**

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| --- | --- |
| **gad** | **hag** |
| **jab** | **sat** |
| **fad** | **lad** |
| **map** | **vat** |
| **tag** | **cap** |
| **fax** | **ram** |
| **yap** | **zag** |
| **pad** | **cap** |
| **dab** | **mas** |
| **Dan** | **rap** |