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Literacy – Term III
Core Decisions

What:

Students will experience a shared read aloud of "Duck Sock Hop" with attention given to the language use in the writing. Before the read aloud the students are given a particular task to focus their attention when listening and they can be identifying examples of what they will be working with in the activity after the read aloud. For kindergarten the focus task is on phonemic awareness of beginning letter sounds used in the book. There are often pages with alliteration that will help emphasize particular beginning letter sounds. For first grade they will be listening particularly for rhyming words and identifying the vowel sound shared in those words as well single letter phonemic awareness at the beginning or end of words. In second grade students will focus on identifying specific vocabulary words as well as rhyming words.

How:

Throughout or after the initial read aloud, students will briefly examine specific text examples (a page or two) as a shared group experience (similar to guided reading). This is an opportunity for the teacher to model the behavior of actively noticing particular patterns in text and allows the teacher to bring the focus in to the particular type/pattern of language that students will be practicing. For second grade, a vocab word from a beginning page will be chosen, written on the board, and talked about to model an approach to difficult or new words. Talking with one another to figure out what the word means will be modeled and encouraged.

Students will move from the group experience of the read aloud to a partner activity. This activity will play out like a game or center time activity would. Letters, words and language from the book are pulled directly from the text and practiced independently from the structure of the story. Although the story could be a point of reference for the students if they get stuck when practicing the language. The students will be working on their phonemic awareness assigning particular sounds to letters by quizzing each other in a fun, socially dynamic interaction. They are working together to succeed at the task because one student is required to recognize the letters/words while the other once hearing which letters/words they are working with must accurately recall the sound that corresponds with the letters provided by the other student. Teacher-centered instruction is set aside and collaboration is therefore required from both partners.

After the partner game is completed, the group will come back together to reflect on the activity. Students will have a chance to identify whether some letters, sounds, words, were harder/easier. They will think about what they liked about the activity and what they didn't. They will have a chance to share with each other and the teacher if they found the activity helpful and how they might change the activity if it is done again in the future. The teacher can emphasize the importance of practice and persistence and remind students that coming back to the book for reference can always help.

Why:

We have all identified that we have many students that could benefit from additional phonics instruction/practice and do not have strong phonemic awareness yet. The Common Core Standards emphasize phonemic awareness and phonics in these early grades. Read aloud activities are often a great way for students to actively listen to and be exposed to a variety of sounds in the English language. If read alouds are not a common occurrence in the classroom, this lesson allows quality time in small group for students to not only listen but participate in constructing sound and language knowledge. This book in particular is great because it emphasizing all different types of phonemes through intentional language conventions like rhyme and alliteration. There is plenty of repetition of certain words, sounds and phrases so that students can more easily pick up on what they are hearing and internalize it. The activity we have to follow the read aloud is an interactive and collaborative practice of the now more familiar sounds and words that they heard in the book.

The follow up activity is meant to be an engaging way to work on their phonemic awareness and phonics while also having a chance to practice social skills and cooperation. We have designed the activity so that the students are reliant and dependent on one another to be successful themselves. In the younger grades in particular we feel strongly that students benefit from opportunities to work together and practice communicating, cooperating, sharing materials and responsibility. This kind of collaborative activity also helps to build a healthy classroom environment and community. Students should understand that they are not alone in their learning but supported by other classmates in addition to the teacher.

The reflection at the close of the lesson is intended to empower students to have a voice in what we do in the classroom. They should understand that teachers are not doing these lessons for themselves but for the students so we earnestly want to know what worked, what didn't and if they enjoyed the activities. Also this allows students to practice discourse and thinking critically about their experiences and their learning. They are not currently practicing much of that kind of thinking and active engagement in their current classroom environment.

Literacy Lesson – Language Patterns in "Duck Sock Hop"

Objectives:

Students will listen for rhyming words to identify in a read aloud text.
Students will listen for and identify similar phonemic patterns in a read aloud text.
Students will match letters to appropriate phonemes for single syllable words.
Students will be able to identify and define new vocabulary words.

Common Core Standards:

1.1 Foundational Skills
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

CC.1.1.K.C
• Recognize and produce rhyming words.
• Count, pronounce,blend, and segment syllables in spoken words.
• Blend and segment onsets and rimes of single-syllable
spoken words.
• Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
CC.1.1.1.C
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
• 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.
CC.1.1.2.D

Know and apply grade level phonics and word analysis skills in decoding words.

1.5 Speaking and Listening
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.K.A, CC.1.5.1.A, and CC.1.5.2.A
Participate in collaborative conversations with peers and adults in small and larger groups.

Materials and Preparation:

- Super Fun/Wacky Socks!
- Book - "Duck Sock Hop" by Jane Kohuth
- Board or chart paper
- Chalk/markers
- Bags with decks of index cards with rhyming words from the text on one side (letters associated with phonemic sounds for rhyming highlighted in a different color)
- Paper and pencils for recording word pairs or language

Classroom Arrangement and Management Issues:

Read aloud activities are often best implemented on the rug or somewhere in the classroom where the students can gather around closely to look at pictures and read along if they can see the larger print words. The intimate atmosphere of the rug with a small group also allows for discussion and interaction in response to the read aloud in-progress. However, being so close to one another students sometimes distract each other on the rug. We may need to make sure they are giving each other plenty of personal space before beginning the activity, reminding students of the classroom rule to keep their hands to themselves.

Due to time constraints it is important that students not give off task/tangential responses to the book. In other read aloud situations that may be okay and even encouraged but we are doing this read aloud for a specific purpose and to meet a specific objective. So we'd like to give the students the focusing task ahead of time to help them understand how we expect them to appropriately interact or respond to the text in a way that will contribute to their learning later on.

During partner work for the game activity, we may have to choose partners carefully to make sure that the students work well together and can provide the support needed for one another to be successful at the task. This includes pairing students who may struggle with students who may have an easier time. Also being wary of partnering students who will get off task too easily with a close friend or worked up too quickly with someone else who is also easily excitable. Therefore partners will be chosen intentionally ahead of time.

Also game type of activities can get a bit more competitive than we'd like and start to cause behavioral problems. This is why we really need to emphasize that this is an activity that is like a game and there are no winners or losers. We are also challenging ourselves to see how far we can go. The students should not be comparing themselves to other students.

In the partner activity there will likely be a variance in how fast or slow the students move through their deck of word cards. If students finish all the cards early, then we should be prepared to notice that and challenge them with making more rhyming words for each pair that they have in front of them. If students are struggling on certain words, and really getting stuck we should be careful not to let them get too frustrated and suggest ways that they partners can help them by providing other examples, giving hints about other letters in the word, or finally showing them the word and having them just read it or sound it out.

<u>The Plan:</u>

Hook (5 minutes)

1. Exclaim to students that you have a surprise for them. You are wearing some very special clothing in honor of a very fun book that we will be reading together today.
2. Introduce the book by showing the cover to them. Ask students, "Can you tell by the cover what my special clothing might be?" If they need more information read the title to them "Duck Sock Hop"."
3. Show students your intentionally worn fun and colorful socks! If you haven't yet read the title of the book and ask students what they think this book might be about based on the title, the cover illustration and the fact that their teacher is wearing wacky socks! After getting a few ideas from the group, exclaim that while they are reading they will have a special job to do.

Body (30 minutes)

4. The special job every student is responsible for is listening for a specific kind of word/sounds in the words of the text. Provide "Bad and Mad" as an example to model the pattern of sounds that they are looking for. See if a student can identify what is special about these two words (they rhyme/sound the same). Probe the group to see if they can give other examples of rhyming words. Make sure to write the words/examples that are given so students have them available for reference of what the focus is. Remind students that as we read this fun book together, they should be noticing when they hear rhyming words. Instruct students that for this read aloud they will have a special signal for showing that they noticed rhyming words. Anytime they hear a pair of words that rhyme, they should put their finger on their nose. Explain to students that this shows you that you noticed it without disturbing our reading together. Practice the signal with a couple example words that don't rhyme and some that do. For second grade, introduce a second signal for new or difficult words that the student wants the group to know and work on. Model this signal with the first difficult word that appears in the text. For kindergarten, focus mostly on the beginning sounds and letters of the words. There are alliterations and reoccurring letters throughout the book, so mention and question the letters and sounds.
5. Begin the read aloud. At the first occurrence of rhyming words, check to see if students have their fingers on their nose. If some students do, recognize them for picking up on the rhyme and remind other students to signal if they hear more rhyming words. For second grade, if students are not identifying vocab words in addition to rhyming words than pick out a vocab word and model the signal again as a reminder. Try this with kindergarten, but if the majority do not understand the signal and rhyming words, then focus on the beginning sounds of some words.

6. At the end of the read aloud. Commend students for their good listening skills and for catching all those rhymes and new words. Ask students to provide examples of some of the rhyming word pairs that they noticed in the book. Record these for everyone large on a chart or board.
7. Take time as pairs are recorded to identify what letter sounds they are hearing that are in both rhyming words (vowels and consonants for some). Make sure that after identifying the letters and the sound those letters make that all students practice saying both words aloud. After practicing saying the pair. Call on another student to remind us what letters we are hearing in that sound before moving on to the next pair. Identify at least three or four pairs of rhyming words as a group. For second grade there will be 2 lists; one for rhyming and 1 for vocabulary. For kindergarten, ask students which letters and words they remember hearing the most in the story. Write the letters and words on the board and ask if they can think of other words that start with the same letter.
8. Explain to students that they will now work in partners for a game that will help them practice hearing rhyming and letter sounds. Before splitting them up into partners, model the game with one student. Explain to students that they will take turns trying to guess a secret word. They will draw a card from the deck, hold the secret word card up to their forehead (word facing out) and then their partner CAN NOT tell them the word they have, but instead tell them a word that rhymes with that word (or for second grade if it is a vocab word, act it out or describe it's meaning). The partner then has to say the letter sounds they hear in the word and guess what their rhyme word is. Partners can give more clues to help if they get stuck, like for example saying what letter it begins with. For kindergarten, the cards will have the letter. The partner without the card has to sound out the letter and the student who is wearing the card has to guess the name of the letter.
9. Split group into partners. Pass out bags of word cards to one in each pair. Let students know the person with the bag of words will be the first to put a card to their head. Then students should take turns being "the guesser" for the rest of the game time. Challenge students to see how many their partner and they can get in 10 minutes! Allow students to put the pile of cards on the desk/table/floor and then say read set go! As each word (or letter) is gotten students should write down the pair of words to record that they got it.

Closure (5-10 minutes)

10. Call time and signal to the group to ask students to come back together. Tell students that you are really impressed by all the amazing teamwork and language study that they accomplished. Ask students to think about if they liked the activity or not. Have students give a thumbs up or down to show you. Call on a thumb up and a thumb down person asking for their reasoning. Also probe students about whether there were some words or letters that they thought were harder or easier for them, ask them to identify those words (were there any they got stuck on). Ask students if we did this activity/game again, how would they change it, what would they want to be different next time.

<u>Assessment of Goals and Objectives:</u>

Most assessment in this lesson is informal in the form of questioning and observation. During the read aloud the teacher should be looking for students making the signal after hearing the 2nd word in expected rhyming pairs. Notice if some students are not making the signal or signaling at odd times. For kindergarten, see how many students raise their hands and how often they answer the questions about the letters' sounds correctly.

Also the teacher should be actively listening and watching the partner work. The teacher can take notes on each pair of students particularly noting how they communicated about the sounds or letters they were working with and if they matched them appropriately (a checklist could be used to quickly note whether each student seems to be recognizing and accurately naming letters, accurately assigning the right phoneme, appropriately demonstrating rhyming etc.) Also the teacher can collect the list of rhyming words that were recorded during the game to review their understanding of rhyme.

During the closure. The teacher is directly addressing the need for students to be empowered to self assess both their work and understanding but also assess the activity they participated in. This is also a good time for the teacher to quickly assess for affective goals of student engagement and interest levels for future planning.

Anticipating Student Responses:

Some students may call this a baby book. It is easier than some of what they have been reading in school and the silliness that appeals to some may turn off other students. It is important that these students see the relevance of the book choice to the purpose or objective for the lesson. Also explain that although we work hard in school and challenges are always good, sometimes it is also good for us to have some fun along with our learning.

Some students may really get frustrated from working with a partner. They need to have very supportive partners and teachers should be very aware of when frustration may be hitting a breaking point. They need to know that giving hints and help is not cheating and that this is all just good practice for learning these words. Be prepared to give examples of what kinds of hints partners could try giving.

Accommodations:

ELL students: The 2nd grade lesson's additional focus on vocabulary might also be part of the K and 1 Lesson Plan if students identify word(s) they do not know. It is helpful to compile any tough words in order to go over them again after the read aloud. Perhaps they can be added to the classroom's word wall as well. For kindergarten, give them the easier or most common letters that they could know such as "A, B, C, D, F," first instead of giving, "Z, Y, and X." Allow them to get comfortable with the game and read aloud by asking letters that they may already know and then try the harder or less common letters.