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Topic: Letter Tapping and 3 Letter Words

Grade Level/Subject: Kindergarten

<b>Essential Question(s)</b>	
How can we tap words phonemically by ear? Can we isolate and recognize individual letter sounds?	
<b>Daily Learning Objectives/Skills/Dispositions (SWBAT)</b>	<b>Corresponding Assessments</b>
SWBAT begin decoding sounds in 3-letter words by hearing initial and end consonants/vowels.  SWBAT tap and blend sounds to create 3 letter words.  SWBAT write or trace lowercase letters.	<ul style="list-style-type: none"><li>- Guided observation by joint class response</li><li>- Random student calling selection</li><li>- Letter formation showcased on whiteboards</li></ul>
<b>Student Prior Knowledge</b>	
<ul style="list-style-type: none"><li>- Tapping 3 letter words</li><li>- Vowel and consonant sounds</li><li>- Vowel extension</li><li>- Lowercase and uppercase writing</li></ul>	
<b>Beginning (/Opening/Hook)</b>	
<p><u>Entire Opening Time: 5-7 Minutes</u></p> <ul style="list-style-type: none"><li>- <i>Call Students to the Carpet</i></li><li>- Begin by showing the class 5 vowel flash cards followed by 5 consonant flashcards, repeat together what the letter, word (picture), sound</li><li>- Have student helper of the day come to the front and take the baby echo pointer</li><li>- Have the helper of the day point to the 5 vowels and repeat their <i>short</i> vowel sounds, and have the rest of the class repeat and follow after them.<ul style="list-style-type: none"><li>- Helper says “A/ apple/ ä”, class repeats. The process repeats for all vowels.</li></ul></li><li>- ^^ Repeat the above process while letting the helper of the day pick 5 consonants to lead the class in pronouncing.</li></ul>	

## Lesson Activities (Include key questions & examples)

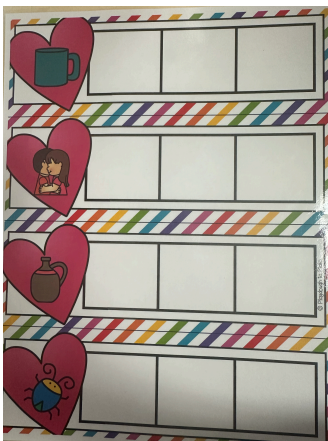
- **3 Minutes:** Practice tapping 3 letter words with students. Bring their attention back to easel and tap the words with them. As you say each letter sound drag the letter magnet to the bottom of the board. Tap and blend word with students and when finished spelling the word “spell it back” on the board by returning each letter to its place on the board.
  - **Words to Use: tip, hop, jug**
- **5-7 Minutes:** Introduce students to the concept of nonsense words. Make sure students are informed that they are 3 letter words with **short vowel sounds** and that you are just silly words to help us decode our sounds. Ask students to “Put their tappers up”! Say 3-5 nonsense words (depending on times). After saying them have student tap the sound of the word. Do the first 2 with the class and ask them to do the last alone.
  - **Nonsense Words: leb, bap, sut, mig, nom**
- **1 Minute:** Bring students attention to smart board where vowel extension sounds should be pulled up, have students stretch all 5 vowel sounds.
  - “A, aHHHHHHHHHHHHHpple, ah”
- **10 Minutes:** After students have finished their vowel stretching, *grab their whiteboards with helper of the day and send students back to their seats.* “Take out your marker and eraser..\_\_\_\_\_ will help me pass them out”. On the board pull up the virtual whiteboard grid. When students return to their seats repeat initial process done on easel, but instead after each letter is tapped students will have to write out the letter (and then the word).
  - For each letter of word, model how to write letter on smartboard using steps from small booklet. Pull a stick to have student identify the sound of the letter. Have students repeat each of the steps of letter writing with you without writing on their boards. Next have students practice writing letter on their own.
  - **Words to Use: nap, mud, sit, met**
- When students are done spelling have them “spell back word” by erasing each letter one by one.
- **5-7 Minutes:** Tell students to clear off their white boards because we are going to play a game; “Put on your listening ears”. Explain to students that we are going to play a game where I am going to say a word and after I say it everyone in the class should repeat it. They must listen for the last sound and once they realize what it is write it down. Tell students they are able to tap the word to help, but they must whisper it to themselves. After students have written down their letters they will raise their whiteboards high in the air for teacher to observe. Then write the letter in the correct foundations form speaking it out on board. Students should repeat the process next to their original letter on their board.
  - Correct Foundations form: Point to the skyline, drop down to the grass line, etc.
  - In observation look out for student errors (lines going low/high, backwards letters, etc.) and point out these mistakes when writing the letter on the board.
  - **Words to Use: bug, cat, sad, zip**

## End/Conclusion of the Lesson

- Give students a brain break through GoNoodle
- *Call students to the carpet* and pull up the literacy centers for the day
  - “Boys and girls we practiced tapping 3 letter words so I am going to observe your skills! Some of you will work at the back table with me during centers. If I see your group today we’re going to continue this skill to practice tapping letter sounds. If I don’t see you today we will work together tomorrow!”
- Send students to applicable centers
  - Red group will grab iPads and go to Starfall for first round, then to Ms. Such for second
  - Yellow group will go to Ms. Such for first round, then grab iPads for Starfall for second
  - Green group will go to me first, then grab iPad for PebbleGo second
  - Light Blue group will grab iPads to use Lexia for first round, then read with a buddy for second
  - Dark Blue group will read with a buddy for the first round, then go to me after
- With my groups at the backtable I will use a worksheet (image below) to allow students to identify 3 letter words, tap them, and then spell them on their magnet boards. We will start all together and I will help less and less if applicable.

## Materials

- Smartboard
- Access to foundations FunHub
- Whiteboards with spelling grids
- Whiteboard markers and erasers
- Student tapping worksheet/grid
- Magnetic letter boards
- Foundations letter cards
- Mini echo owl pointer



← Example of centers sheet

## Differentiation for Specific Children

In our classroom there are multiple students in basic skills, three ESL students, three students being referred to attain stronger classroom support and 2 non-English (Russian) speakers. The class in terms of literacy level is split into 5 groups ranging from a instructional AA level to instructional C.

- Ms. Such will be walking around the room to help apply additional assistance to students who may lack relative understanding of the topic.
- Non-English speaking students supported by use of English-to-Russian translator.
- When students are expected to preform “isolated” work (i.e. being a stick pulled and called to the board to write a letter) will have me at the front of the room to support them. If the student begins to struggle I can verbally and physically instruct them one-on-one how to write the letter.
- The lessons activity vary from phonemic awareness to writing skills which allows all students to preform at least part of the lesson in the area that is most comfortable to them.
- Sounds will be drilled multiple times to help students recall them as they are asked to identify them independently.
- Centers used to close out and reaffirm aspects of the lesson allow for much differentiation, especially referring to use of the iPads.
  - Students using PebbleGo allows students to read on-level mini lessons focused on research which will assist them with our current writing unit (informational texts).
  - Lexia is a distric required system that supports students Language Arts learning as it adjusts itself to students skill levels.
  - Starfall works as letter and sound reinforcement to help students who may struggle further practice their skills.
  - Students working in the back with me will be able to reinforce the knowledge learned in the lesson with more hands on support. I will also be able to change the difficulty of the assignment whether that be to make it simpler or more challenging if needed.