**Direct Instruction Lesson Plan**

**Subject area**- Reading and spelling

**Specific Content-** 4 dolch words and the sounds that are produced, the letter order of the word

**Grade level**- 1st and 2nd Grade

**Length of lesson**- 20 Minutes

**\*This lesson is made for repetition and support for a student with the learning disability of Auditory Discrimination\***

**Standard - 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.

**Standard - 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 single-syllable words with common patterns.

**Standard - CC.1.2.1.J**

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**Standard - CC.1.2.1.F**

Ask and answer questions to help determine or clarify the meaning of words.

|  |
| --- |
| **G**irl |
| **G** |

**Materials and Preparation:**

Dolch word flash cards, identifying with the teacher the certain sounds that are produced in a common word. **For the student with the LD, he/she will use these flashcards to assist in the process.**

**Considerations of materials:** Student with Auditory Discrimination will have flashcards in front of him or her during the length of the lesson. The student will be able to have multiple exposures with the information. Using the flashcards, the collaboration and participation/support from group members helps the student retain and rehearse the information.

Students will use the flashcards of letters to make the word. Students will be assisted by the teacher. As the student puts together the word the teacher will sound out the word with the student.

**\*The teacher will have a short one on one with the student with Auditory Discrimination\***

This is more of a hands-on activity using motor skills and order instead of an auditory lesson.

**Prerequisite Knowledge, Skills, Behavior Needed**:

The student must have the prior knowledge of certain rules of grammar. What letters form a certain sound? What letters form a certain word? Students must critically think and problem solve in where each letter goes in a certain word, and also be able to say the word. Students must express their thinking out loud with the teacher so that clear understanding of what is being taught is successful. **If the student (LD student does not have these prerequisites, the lesson is built to support the student.)**

**Students and Teacher Activities**:

**Instructional Objectives**:

- Through the use of manipulatives, students will be able to connect the sounds of letters together to form single syllable words. **\*(LD student will work with peers and extra support from the teacher)\***

After being given letters with their appropriate word with it, students will recognize key grammar rules.

After the word is formed, students will recognize certain sounds in each word.

While forming words with repetitive appearances throughout each letter, students will build a foundation for reading.

Students will learn key/common words by organizing letters and their given sounds.

**After repetition of sounds and letter order, the student with Auditory Discrimination will be able to retain the content longer with multiple exposures.**

**Rationale/Purpose:**

The purpose of this lesson is to build a foundation for a student’s reading skills. Also, to help students more easily recognize common key words. 🡪Automaticity

**Initiate:**

Review 4 dolch site words that were previously learned. Review meaning of the words and how to use the words properly in a sentence. One on one work with the student.

**\*(LD student will have a list of these words before class to prepare him for the lesson. Student will have notes in front of him while the teacher is speaking.**

**Attending Cue:**

Sound out each individual dolch word with great emphasis on phonemes. Work through word by each individual letter/sound. **Teacher will go through each word with the student (Peers and the teacher will be the scaffold for the LD student during this activity).**

**Instruct:**

**Presenting Content and Modeling:**

The student will watch the teacher put together 4 dolch words (on notecards) from the previous week. Next, the teacher will introduce 4 new dolch words for the week. The teacher will put together the words making each letter sound. **(The teacher will do this one on one with the LD student after)** The teacher will then say the whole word when finished, and say a sentence that includes the word. While the teacher is doing this the student will observe.

**Modeled Practice**

The teacher will scaffold the student by guiding them through the process of recreating one of the new words. During this process, the student and the teacher will sound out each individual letter sound together. Then as a team they will organize the letters to form the word. Finally the student must think of a sentence that includes the new word. Teacher should assist the student, but not do the task for them.

**Guided Practice**

If the student is still shaky with the task, then the student will do the second word, with the teacher giving feedback and helpful hints. The teacher will ask questions to check for understanding. (Explain why you did what you did)(What was your thought process when forming this word?)

**Independent Practice**

The student will finish the rest of the words and sentences while the teacher observes. **The teacher will scaffold the LD student by assisting the student with the rest of the words.**

**Closure: Inspect and Reflect**

The student will reflect on their new vocab words that they have now learned. They will also reflect on the sentences that they have made that include their new words. The student will be asked to form a paragraph verbally that makes sense and connects all four dolch words. The teacher will then write down what the student’s paragraph was. When the teacher finishes writing the sentences, the student will copy it below the teachers writing. To conclude, the student will read their paragraph out loud with assistance from the teacher. **This lesson addresses all learning styles: Visual, Auditory, Kinesthetic, and Tactile learners.**

**Assessment Criteria**

**What tangible evidence will demonstrate your students’ learning today?**

Students will be able to identify and decode words.

By using the manipulatives of the notecards, the student will show that they have grasped the understanding of letter placement and certain phonemic rules. The words they have formed show tangible evidence of the students learning.

If the student creates sentences that properly use the words and the sentences make sense that is also tangible evidence of their learning.

**How did you monitor students’ progress?**

The student will be monitored weekly, on a plus/minus basis for each new word. Did the student correctly organize the letters to create the dolch word? Did the student create sensible sentences with the vocab words?

**What will be considered quality work?**

Showing good effort in completing the task. Completing at least half of the task correctly. Showing progress and effort. At least 80% accuracy.

**What instructional modifications did you have to make?**

Teaching 4 words rather than 6 words. Having the teacher model and assist the student in completing the task. Orally creating sentences rather than writing them down. Copying the teacher’s writings from the paragraph that the student created. **For the LD student- having more one-on-one with the teacher. Also have the student do more writing and learning the mechanics rather than orally learning.**

Constant Repetition

|  |
| --- |
| l |
| Girl |

|  |
| --- |
| G |
| **G**irl |

|  |
| --- |
| I |
| G**i**rl |

|  |
| --- |
| r |
| Girl |