

Lesson Plan
Date: December 9, 2020

Grade: Third		Subject: Language Arts – Onset and Rime	
Materials: Onset and Rime cards, plain paper, a cup with popsicle sticks that have students name on for choosing partners, video from YouTube of onset and rime		Technology Needed: None – Teacher uses smartboard	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 3.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.		Differentiation Below Proficiency: Students who are below proficiency, I will give them a little easier words to make. Above Proficiency: Students who are above proficiency will be assisting the below proficiency students. Approaching/Emerging Proficiency: Students who understand lesson, can help others to understand it. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: I played a video of onset and rime. • Auditory: The students can hear the difference of onset and rime in the video. I will also say what they were with examples. • Kinesthetic: After the students make words with the flash cards, they will write the words on a piece of paper. • Tactile: Students will use the flash cards and manipulate them to make words. 	
Objective(s) By the end of the lesson, students will be able to blend onsets and rimes to make words with word cards that have onsets and rimes on them and then putting them together, Bloom’s Taxonomy Cognitive Level: Knowledge and Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Large Group Instruction <ul style="list-style-type: none"> • When others are talking, voice off and listening to the speaker. • Students should be focused on the assignment. Transitions <ul style="list-style-type: none"> • I will have a visual timer for ending the activity and reminders for cleanup. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • When others are talking, students are expected to NOT be talking. • When others are talking, students are expected to give full attention and listen. • Students will be working on their own and should have a quiet voice when they are working. 	
Minutes	Procedures		
10	Set-up/Prep: <ul style="list-style-type: none"> • Print, cut, and laminate onset word cards and rime word cards • Have video ready to be played. https://www.youtube.com/watch?v=RyRwuV0SPzA&t=71s • Have notebook paper to write the onset and rime words on • Make sure students have pencils to write with 		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Tell the class that they will be learning about sounds in this lesson. • Show class video of onset and rime. • Go through what onset and rime is after the video. 		
8	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Explain what onset and rime is in words. • You will have cards that have onset sounds on them and cards with rime sounds on them. • You will take a card from each pile to try and make a word that makes sense. If a real word is made then you will write it down on a piece of paper, that teacher will hand out. • You will continue the activity until all possible words are made. 		

Lesson Plan
Date: December 9, 2020

15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Students will have a piece of plain paper and a pencil • Hand out piles of onset cards and rime cards. • Students can begin the activity. If it makes a word, then students will write it on their paper. 	
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Students can keep the cards. • Have students share an onset of a word and the rime of that word. • Teacher will write it on the board for visualizing the word. 	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>I will walk around and see how the students are doing with the activity and ask questions.</p>		<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will write sentences with the words and show by underlining or making a line in the word where the onset and rime is.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The students really liked that I had the flash cards, anything hands-on that I incorporated really worked well for this group. The students learned what onset and rime are using the flash cards. I would have extended the activity with some sort of worksheet or more visual learning aide because I felt it was short. The students wrote the words they made from the flash cards on a piece of paper but still more of a physical/visual activity added would have helped.</p>		

Approved by: *Emily Brunskill*

Phonics
Word Blender

ch <small>onset</small>	sh <small>onset</small>
s <small>onset</small>	th <small>onset</small>
qu <small>onset</small>	fl <small>onset</small>
t <small>onset</small>	h <small>onset</small>

set cards

Phonics
Word Blender

at <small>rime</small>	ake <small>rime</small>
in <small>rime</small>	ick <small>rime</small>
ip <small>rime</small>	ot <small>rime</small>
ug <small>rime</small>	est <small>rime</small>

rime cards

2006 The Florida Center for Reading Research (Revised July, 2007) 2-4 Student Center Activities Phonics