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	Technology Needed: None – Teacher uses smartboard	
sticks that have students name on for choosing partners, video from		
YouTube of onset and rime	Cuided Breatiese and Consusta Applications	
Instructional Strategies: Direct instruction Peer teaching/collaboration/	Guided Practices and Concrete Application:	
Guided practice cooperative learning	☐ Large group activity ☐ Hands-on	
□ Socratic Seminar □ Visuals/Graphic organizers	☐ Independent activity ☐ Technology integration	
□ Learning Centers □ PBL	□ Pairing/collaboration □ Imitation/Repeat/Mimic	
☐ Lecture ☐ Discussion/Debate	☐ Simulations/Scenarios	
☐ Technology integration ☐ Modeling	□ Other (list)	
□ Other (list)	Explain:	
` '		
Chandand/a	Differentiation	
Standard(s) 3.RF.3. Know and apply grade-level phonics and word analysis skills	Differentiation Below Proficiency: Students who are below proficiency, I will	
in decoding words.	give them a little easier words to make.	
in decoding words.	give them a little easier words to make.	
Objective(s)	Above Proficiency: Students who are above proficiency will be	
By the end of the lesson, students will be able to blend onsets and	assisting the below proficiency students.	
rimes to make words with word cards that have onsets and rimes on		
them and then putting them together,	Approaching/Emerging Proficiency: Students who understand	
	lesson, can help others to understand it.	
Bloom's Taxonomy Cognitive Level:	Madalitica/Lagurina Bustananaa	
Knowledge and Apply	Modalities/Learning Preferences: • 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.	
	Policia Forestation (section about the control of t	
Classroom Management- (grouping(s), movement/transitions, etc.) Large Group Instruction	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
When others are talking, voice off and listening to the	When others are talking, students are expected to NOT be	
speaker.	talking.	
Students should be focused on the assignment.	When others are talking, students are expected to give full	
Transitions	attention and listen.	
 I will have a visual timer for ending the activity and 	Students will be working on their own and should have a	
reminders for cleanup.	quiet voice when they are working.	
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Minutes Procedures 10 Set-up/Prep:		
Print, cut, and laminate onset word cards and ri	me word cards	
Have video ready to be played. https://www.yo		
Have notebook paper to write the onset and rir		
Make sure students have pencils to write with		
5 Engage: (opening activity/ anticipatory Set – access prior	learning / stimulate interest /generate questions, etc.)	
 Tell the class that they will be learning about so 	unds 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.)	F . (, , , , , , , , , , , , , , , ,	
Explain what onset and rime is in words.		
	,	
it down on a piece of paper, that teacher will ha		
You will continue the activity until all possible v	vorus are made.	

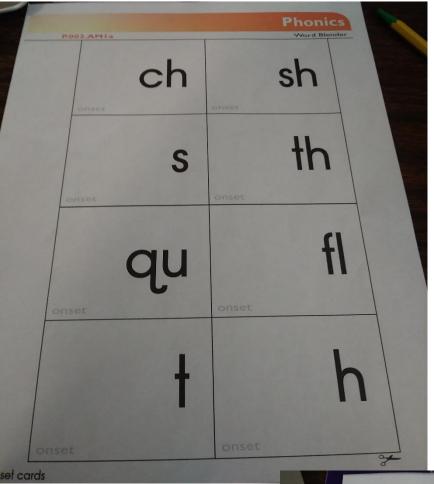
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15	Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) • Students will have a piece of plain paper and a pencil • 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	Review (wrap up and transition to next activity): 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.	
Prog yourI will wall	e Assessment: (linked to objectives, during learning) ress monitoring throughout lesson (how can you document student's learning?) k around and see how the students are doing with the nd ask questions.	Summative Assessment (linked back to objectives, END of learning) Students will write sentences with the words and show by underlining or making a line in the word where the onset and rime is.
The stude learned w	what onset and rime are using the flash cards. I would have ex	u know? What changes would you make?): that I incorporated really worked well for this group. The students ktended the activity with some sort of worksheet or more visual s they made from the flash cards on a piece of paper but still more of a

Approved by: EmilykBrunskill

physical/visual activity added would have helped.

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