KUTZTOWN UNIVERSITY

ELEMENTARY EDUCATION DEPARTMENT

LESSON PLAN (UNIT)

Teacher Candidate: Taylor M. Seiders Date: 2/18/2015

Cooperating Teacher: Mrs. Erin Weaver Coop. Initials

Group Size: Whole Class Allotted Time 45 Minutes Grade Level 1st Grade

Subject or Topic: Stellaluna Unit: Day 1- Phonological Awareness/ Phonics

Section 390-045

**STANDARD:**

1.1. C: pronounce and blend individual phonemes into one-syllable and two-syllable words (e.g. rabbit, taken).

1.1. D: decode:
        One and two-syllable words.
        Words with common ou and ow endings.
        Words with common vowel patterns ey, ay, and igh.
        Words with inflectional endings- ing, es, ed.

1. Performance Objectives (Learning Outcomes):
	1. First grade students will be able identify and blend parts of one-syllable and two-syllable words.
	2. Students will be able to read and decode words with different beginnings, middles, and endings.
2. Instructional Materials
	1. *Stellaluna* by: Janell Cannon
	2. Word cards (showing words that need to be decoded).
	3. White boards
	4. Markers
	5. Flash card words with different inflective ending words.
3. Subject Matter/Content (prerequisite skills, key vocabulary, big idea)
	1. Prerequisite skills:
		* Able to listen and comprehend a story
		* Fine motor- white boards.
	2. Key Vocabulary:
		* Sultry- very hot and humid
		* Crooned- said
		* Clutches- grabbed
		* Chirped- sound of birds
		* Gripping- holding
		* Obey- follow rules
		* NOT Gracefully- in a clumsy manner
		* Swooped- flew down quickly
	3. Big Idea:
		* The book *Stellaluna* contains big words that we can read and decode.
4. Implementation
	1. Introduction
		* Class, today I will be reading you a new book. We will be looking back at this book many times this week as I will teach you new information about mammals and different types of books.
		* The book that I will be reading you today is called *Stellaluna.* The book is written and also illustrated by Janell Cannon.
		* To start today, I am going to swipe through the book and allow you to see some of the pictures of our main character. Hopefully during our picture walk, you can see some things that are going to happen during our story.
	2. Development
		* After the picture walk, the teacher will read the book to the students. The teacher will stop at the post-it notes in the book and will make a comment or ask a question that correlates with the list written below.
			1. What do you think is going to happen to mother bat? Where do you think Stellaluna may end up?
			2. What do you think will happen after Stellaluna eats the bug?
			3. Are bats supposed to sleep at night? What are some things that bats do that you think Stellaluna will do in this story?
			4. Does anybody know what Stellaluna uses to be able to fly in the dark?
			5. What is the moral at the end of our story (Even if we are different from others, we can still be friends).
		* After reading the story, asking questions, and completing multiple word work activities, I will finish the lesson by asking questions about what the students learned from the story and lesson.
			1. What happened to Stellaluna at the beginning of the story?
			2. What did she do during the middle of the story to survive?
			3. What happens to the birds at the end of the story?
			4. Who does Stellaluna end up with at the end of the story?
		* After the dry read, the teacher will go back through the story and point out some words that have different vowel patterns.
			1. Ou and ow endings
				1. Stellaluna examples

out- page 1

owl- page 2

* + - * 1. List other words

Cow

Loud

Point out that the ow sound usually comes at the end of a word. While the ou sound comes in the middle of a word.

* + - 1. ey, ay
				1. Book words

away- page 5

* + - * 1. list words

obey- Stellaluna had to obey Mother Bird’s orders.

Prey- the owl in the book was chasing his prey, Mama Bat.

* + - 1. ing, ed, es
				1. Book examples

embarrassing- page 9

gasped- page 12

clutches- page 1

* + - * 1. Do flash card activity while adding inflective endings.

Put up words into the blue pocket wall.

Put up the first word and have the students read the word.

Wish.

Put one different ending behind it and have students say the new word.

Wish- ing.

Repeat procedure with words that have different inflective endings.

Wish-ed

Wish-es

Complete the above steps with the rest of the words.

* 1. Closure
		+ Ask students to get out their white boards. Have the students write words that have the different word patterns that were just taught.
			1. Have each student write their own word that have the following vowel types:
				1. Ou/ ow

Cow, out, loud, etc.

* + - * 1. Ey/ ay/ igh

Away, neigh, eye, etc.

* + - * 1. Ing/ed/es

Singing, laughed, watches, etc.

* 1. Accommodations/Differentiation
		+ Allow students to move seat during the story if they cannot see or hear the read aloud.
		+ Allow students to work with a partner if they need further assistance.
		+ If students can’t see the words in the book, have a printed word list or a flashcard system in place.
	2. Assessment/Evaluation Plan

1. Formative- teacher will be checking students' answers on their white boards for correct answers. The teacher will work with students during center time if needed to understand concept.

2. Summative- no summative exam for this lesson.

1. Reflective Response
	1. Report of Students’ Performance in Terms of Stated Objectives (after lesson is taught)

Remediation Plan

* 1. Personal Reflection
		+ How well was the story received? Will the students like repeatedly going back to this book during the week after this first dry reading?

* + - Could I have done a better activity to show the different types of words? Should I send students back to their seats and use the document camera in the future?

* + - If you would repeat this lesson in the future what would you change and what would you keep the same?
1. Resources

Cannon, J. (1993). *Stellaluna*. San Diego: Harcourt Brace Jovanovich.