First Grade Phonics- Long ea Blend

EDU 300-01- Miss Becker

**Grade Level: First Grade**

**Subject(s) Area: Phonics**

**Materials Needed:**

* Decodable reader- part of curriculum
* Letter tiles
* Highlighters
* Projector

**Standards:**

* RF.2.1- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Emphasis- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**Objectives:**

* Students will **focus** on the long ea blend when reading to self and with a partner.
* Students will **highlight** long ea blends in a short reading passage.
* Students will **manipulate** letter tiles to make words using the long ea blend.
* Students will **review** the short ea blend.

**Learning Activities:**

1.       Have students come to the mat and display a word on the whiteboard that uses the long ea blend.

2.       Students will sound out the word and review blends with guidance.

3.     Review the rule- change the y into i and add an es.

4.       Display the decodable reader on the projector and review the images to develop pre-reading skills. Note that we are just making inferences.

5.       Send students back to their seats to read the decodable reader to self. When students finish, they may pair up with another student and take turns reading.

6.       Briefly display the decodable reader on the projector. Read aloud as a class. The teacher will point to the words and students will practice reading together.

7.       Students will return to their seats and be instructed to take out a highlighter. Ask students to highlight the long ea blends in their decodable readers. Check student work.

8.       Ask students to put decodable readers into their mailboxes. Hand out letter tiles.

9.       Have students spell out the word *beat* with their tiles.

10.    Provide students with new words and challenge them to listen for the blends needed to make these words. I may ask a student to come fix the letter tiles under the projector. This process will be scaffold. Provided on this document is the list of words.

Extension Activity

-          If time remains, I will write words on the board and ask students to determine the blends used in a combination of different words.

**Assessment:**

* I will use formative assessment while teaching the lesson.
* I will informally assess students as I check their work.

**Reflection:**

 This lesson went well with the lower group, but I think it was way too easy for our higher readers. The kids liked highlighting in their readers and this was a lot of fun. I should have set time limits and counted down more. I think the students enjoyed working with the letter tiles. My lower group was able to learn a from this step. I did lots of words with them and showed these students how we can change just one letter/blend to make a new word. I think this helped them to understand the ea blend. My higher group had no problems and I let them work on daily five. I liked this lesson because I was able to quickly assess who had it and who didn’t without using a single worksheet. I didn’t have to correct anything, but I still was able to make a note of who needed more help.