

DSU Lesson Plan Template

Standards addressed in this lesson:

CCSS.ELA-LITERACY.RF.3.3c Decode multisyllable words.

Objective(s):

1. Student will decode and read multi-syllable words with diphthongs *ow* and *ou*.

Assessment:

1. During independent practice, the student will verbally identify and pronounce different sounds in multi-syllable *ow* and *ou* words.
2. Writing on a t-chart, the student will correctly identify and sort multi-syllable *ow* and *ou* words.

Lesson Activities:

(3 Min) Anticipatory Set

- Ask the students what they say when they get hurt. Tell the students that you say *ow* when you get hurt. Write *ow* on the white board.
- Tell the students that when you get a little bit hurt, like a paper cut, you say *ow* quietly. Say “ow” quietly as an example.
- Ask the students how they think you would say *ow* if you stubbed your toe and it hurt really bad; quiet or loud. Affirm that you would say it loud and then say “ow” loudly as an example.
- Write loud on the white board next to *ow*.

(7 Min) Instructional Input

- Note that *ow* and *loud* have the same sound in them. Say each word again, stressing the /ou/.
- Underline *ow* in *ow* and point out that *ow* can stand for the sound /ou/ that is heard in *ow*.
- Underline *ou* in *loud* and point out that *ou* can stand for the sound /ou/ that is heard in *loud*.
- Write *cow* above *ow* and stick a cow picture above the word as a heading. Underline *ow* and point out that *ow* can stand for the sound /ou/ that is heard in *cow*. Slowly say each sound in *cow*: /c/ /ou/. Then the say the word with normal fluency. Have the students repeat the sounds with you and then say the word together with normal fluency. Repeat this step for the following words: *brow*, *down*, noting that they go under the *cow* heading.
- Write *mouse* above *loud* and stick a mouse picture above the word as a heading. Underline *ou* and point out that *ou* can stand for the sound /ou/ that is heard in *mouse*. Slowly say each sound in the *mouse*: /m/ /ou/ /s/. Then the say the word with normal fluency. Have the students repeat the sounds with you and then say the word together with normal fluency. Repeat this step for the following words: *south*, *snout*, noting that they go under the *mouse* heading.

(7 Min) Guided Practice/Activity

- Tell the students that you will be showing them a poem with *ow* and *ou* words in them. Tell the students you will point out a word and they need to determine if the word goes under the *cow* heading or the *mouse* heading.
- Display the poems on chart paper. Read each poem, stopping at the *ow* and *ou* words. Instruct the students to raise their hands if they think the word goes under the *cow* heading, then instruct them to raise their hands if they think the word goes under the *mouse* heading. Sound out and say the word together then move on to the next word. Repeat these steps with the second poem if you determine that the students still need practice.

(10 Min) Independent Practice/Closure

- Display a list of *ow* and *ou* words on the whiteboard. Tell the students they will be using a t-chart to sort the words on the list. Model an example on the whiteboard.
- Tell the students to take out a pencil. Hand out the t-charts and instruct the students to begin.

- Walk around while the students are working. Check each t-chart for understanding of sorting. Ask each student to sound out and say an *ow* and *ou* word to check for decoding understanding. Star the charts of proficient students.
- As students get done, instruct them to add the words from the displayed poem to their t-chart until everyone has finished.

(3 Min) Closure

- When everyone has finished, tell them to put their pencils away and direct their attention to the interactive white board. Display the *New Salem ow and ou words* sheet.
- Instruct the students to raise their hands if they can answer the fill in the blank statements. Write in the answers with the stylus.
- After, direct the students to the picture of the cow and mouse on the whiteboard. Tell the students to raise their hands if they know of a food that is made from cow milk that a mouse would really like to eat. Accept the first correct answer of cheese, and then give each student a cheese stick for their hard work.

Assessment: Mark the students' t-charts with a star if they sort and sound out correctly. Collect the charts.

LESSON MODIFICATIONS

Two students have one to one assistance by aides. Check on the progress of these students as they work with their aides. Have one on one discussion with these students about the assignment when applicable.

MATERIALS, TECHNOLOGY, AND MEDIA

Pencils

Picture of cow and picture of mouse

Tape

20 T-charts

2 Poems written on chart paper and chart paper markers

Dry erase whiteboard and dry erase markers

Interactive white board and stylus

Lap top preloaded with the *New Salem ow and ou words* sheet