**Name**: Lesley Lehane **Number of Learners**: 4 L2 learners

**Date:** April 2, 2012 **Estimated Length of Session:** 65 min.

**Grade:** 2 **Lesson Title:** short vowel u sound

**Phonics and Word Recognition Standards:**

**[CCSS.ELA-LITERACY.RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/)**
Know and apply grade-level phonics and word analysis skills in decoding words

**WIDA ELD Standards:**

**Standard 1:** English language learners communicatefor Social and Instructionalpurposes within the school setting.

**Standard 2:** English language learners communicateinformation, ideasand concepts necessary for academic success in the contentarea of Language Arts

**I. Prerequisite of Knowledge and Skills**

In this lesson, a small group of English Second Language Students (ESL), who are WIDA rated as *emerging,* will be introduced to the short *u* sound. Students in this group are able to consistently identify the 26 alphabet phonemes (short vowel sounds) only when they can see the phoneme with a picture and a key word that represents the phoneme. For instance, when they start the alphabet, they will begin with *a*, and they will say the name of the letter. Then, they will identify the key word and picture that represents the phoneme *a*. Finally, they will produce the sound of the phoneme *a*. This whole routine will sound like this: “*a* apple /*a*/” (short vowel *a* sound). Students will see the symbol (letter), and then they will orally produce the sound of that symbol.

 These students have demonstrated more difficulty hearing the symbol and than writing it down (sound to symbol relationship). The teacher will say, “What makes the *a* sound.” Even when students are provided with an alphabet mat, which shows all the letters with pictures, they have trouble coming up with correct symbol. They also demonstrate some difficulty naming some of the letters in the alphabet.

Using Helman’s (2012) developmental spelling inventory, these four ELL students were found to fall into the middle alphabetical stage. They are able to pick up the beginning and ending consonant sounds, but they have more trouble accurately producing the vowel sounds between them.

Recent instruction has focused on three letter consonant-vowel- consonant (CVC) words. Students are able to spell CVC words using the *a, i,* and *o* vowel. It is important to note that they are only able spell these words when the words are slowly segmented for them. Students are able to decode the first three books in the *Bob Books* series by Lynn Maslin. These are controlled readers, which use limited phonemes, and contain CVC word patterns.

**II. New Learning**

In this lesson, students will continue to work on developing their competencies with the sound to symbol relationship as well as the symbol to sound relationship. Additionally, students will continue to practice decoding, and they will be introduced to Helman’s (2012) picture/letter sorting activity, using short vowel sounds (*i*, *o* and *u*).

**III. Rationale**

* The four ESL students are just beginning to read, so it will be important for them to engage in phonics and phonemic awareness activities. According to the National Literacy Panel on Language Minority Children and Youth ESL (2006), ELL instruction emphasizes conversational skills, rather than phonics and phonemic awareness. ELL students are at risk for reading difficulties because of lack of instruction in this area. Researchers have noted that the most pertinent skills to test for reading risk are tests of phonological processing (Lesaux & Siegel, 2003).
* “Major literature reviews on the topic of the benefits of teaching phonics, such as those by Chall (1967); Johnson and Baumann (1984); Anderson et al. (1985); Adams (1990); Ehri (1991); and Mason, Herman, and Au (1991) consistently conclude that early and systematic instruction in phonics skills results in superior reading achievement (Houghton Mifflin, 1997).”

**IV. Goals**

* Students will orally identify the alphabet symbols
* Students will write down the alphabet symbol when they hear the symbol’s corresponding sound.
* Students will spell three letter CVC words which use the short vowel *u*.
* Students will segment and blend their CVC words.
* Student will write one controlled sentence using short *u* words.
* Students will listen to a story
* Students will decode beginning books with CVC words
* Students will accurately sort words with short *o, i*, and *u* sounds
1. **Performance Objectives**
* Students will orally demonstrate their ability to identify the symbol/sound relationship.
* Students will demonstrate their ability to identify the short vowels – *i, o,* and *u* through a sorting activity.
* Students will demonstrate their ability to identify sound/symbol relationships through written work.
* Student will demonstrate their decoding skills by reading early Bob Books.

**V. Materials**

* Picture word sorts using short *i*, short *o*, and short *u* sounds; found at: http://media.pearsoncmg.com/ab/pdtoolkit/wordstheirway/CreateYourOwn\_AvailableImages.pdf
* *Umbrella,*by Taro Yashima, (Caldecott Honor-winning story)
* Phoneme cards (alphabet mats with pictures)
* Short *u*, CVC *Bob Book*
* Student journals
* Pencils
* Chart paper
* marker

**VI. Procedure**

1. Opening (20 minutes)
2. Students will use an alphabet picture sound board, with all twenty-six alphabet letters, and they will say the name of the letter, the sound it makes and the key word pictured (i.e. a, short a sound, apple). (4 min.)
3. When students finish, the teacher will explain that the focus of the day’s lesson will be on the short *u* sound. She will draw the students’ attention to the short u sound. She will draw the students attention to the short u sound on the phonics mat, and she will note the key word –umbrella. The teacher will remind students that they have all previously practiced the short *u* sound. She will also tell students that the short *u* sound can come at the beginning of a word like *umbrella* or in the middle of a word like *cup. (2 min.)*

3. The teacher will introduce the story – *Umbrella.* First, she will ask students when they would use an umbrella, and then she will show the picture on the cover of the book. She will point to the letters and slowly say um-brel-la. She will then ask what sound does the *u* make? She will also ask them where the u sound was located in the word (beginning or middle). (2 min.)

4. The teacher will give the students a large card with a picture of an umbrella  and the word *umbrella* written on it. She will instruct the students to hold up heir umbrellas every time she reads the word umbrella in the story. The teacher will model this by holding up her own umbrella card when saying the word umbrella in this sentence: “Look I have an um-brel-la too.” (2 min.)

5. The teacher will then read-aloud the book, Umbrella, by Taro Yashima. She will slow down when she gets to the first umbrella on page 4, waiting to see if the students hold up their cue card (10 min.)

           B. Development (35 min.)

1. The teacher will have the students open their journals and then begin writing 12 sounds – “What makes the \_\_ sound?” The teacher will select previously taught alphabet sounds, and of course, she will include the short *u* sound. (5  min.)

2. The teacher will have the students spell 5 CVC words with the short *u*  vowel sound (bug, hut, nut, but, rug). She will say each word slowly, and she will segment all of the sounds. After students finish each word, they will put their fist up in the air and they will count out the sounds – segmenting them (6 min.).

3. The teacher will slowly dictate a sentence, while the students write the sentence in their journal. (A bug is on a rug.) (3 min.)

4. The teacher will demonstrate how to do a picture/word sort using Spanish words beginning with the vowels *a* and *e*. She will demonstrate how all the short *a* words go in a column together, while all the short e sounds go in a column together. She will ask the students to choral read her words when she finishes her sort. (4 min.)

 5. Students will work in pairs to sort out 5 of each short vowel sound - *i*,

 o, and u. (5 min.) *(i* words: igloo, inch, ink, iguana, into; *o* words: oval,

 orange, open, off, ox; short *u* words: under, up, umbrella, us, unzip)

6. After completing the sort, students will choral read the words under

each column. Then, there will be a vocabulary discussion about the

meaning of these words. Students will show their understanding of the

words orally, making a sentence from the words (11 min.).

7. Students, in pairs, will decode a *Bob Book* (first set) that focuses on

CVC short u words (6 min.)

1. Closing (5 min.)
2. To conclude, the teacher will display chart paper which shows two columns of short u words. In one column, it will shows short *u* sounds that came in the beginning of the word in the lesson (under, up, umbrella, us, unzip), and in another column it will show the short *u* sound coming in the medial position (bug, hut, nut, but, rug). The students will segment the words, and the teacher will emphasize the short *u* is making the same sound even though it is in a different position in the word. (5 min.)

**VII. Assessment**

 Students will be assessed for their understanding throughout the lesson. They will be assessed by their oral responses during the symbol to sound/phoneme identification tasks, during the segmenting tasks, during the choral reading task, during the vocabulary task, and during the decoding task. They will be assessed by their written responses during spelling at the phoneme, word, and sentence level.

**VIII. Extensions**

1. Students can use their Raz Kids subscriptions on a computer to hear and read along with “Where is my cub?” (a Reading A-Z book) This site may be used at home or at school.
2. Students can access the Starfall website, and listen to and read *Gus and the Bus.*
3. Students can play a game using a pre-made board that displays CVC words, which focus on the short *u* sound. Students will begin by rolling a dice. They will move the number of spaces shown on the dice and they will read the CVC word that they land on. The first person to cross the finish wins.

**IX Behavioral Management Strategies**

 Students will follow the rules for classroom behavior. If they are off task or behaving in an unacceptable manner, then they will be given a reminder. One reminder will place them on yellow, two reminders- orange, and three reminders-red. Students will be allowed to move up colors if they start to perform on task. If at the end of the period they are on yellow, they will miss five minutes of recess; if they are on orange, they will miss ten minutes; if they are on red, then they will miss their whole recess.