

AEIC Lesson Plan 2013

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Aims, Goals or Objectives: Students will utilize proper decoding skills when reading words they do not recognize.

Grade Levels: 2nd and 3rd graders on Individual Education Plans (IEPs).

Standards: English Language Arts Standards , grade 2: Know and apply grade-level phonics and word analysis skills in decoding words.

Introduction: Today we are going to build a booklet to write new and unknown words in. Before we read one of the decodable books, we will review the word list to identify unknown words or those we feel are too difficult to sound out. Each time we will select three to four words to write in our booklet. But we are going to do this in a special way using different colors and pictures to represent the word, its special phonetic sounds, and/or phonemes. That means we will work together to segment the word and blend it back together as illustrated in our writing/drawing. At the start of each lesson, we will do a quick review of the words we have put in our booklet, before proceeding on to our new set of words. At the end of the month, we will use the words from our booklet to write our own story with illustrations. This will give you a great tool to take home and practice reading with your parents.

Themes: Explicitly state how one or more aesthetic themes (CRISPA) are incorporated into the activities:

Connections: Since some of the letters will be written in black, the main phoneme will be written in red and the picture will be in blue, the student is able to identify how the word is segmented and the identifying vowel characteristic. This will help with the decoding skills and the different vowel groupings when identified in the word and other words.

Imagination: Students will have to associate a picture to the word and incorporate the picture with the actual word or a letter/s in the word. For example, if the word is fire, they will decide on their own how they want to represent fire by drawing something the relates to fire with the word or around the word. Like they could draw a flame above the letter "i" and some additional wood beneath it.

Sensory experience: The different color representation will guide visual cues that will assist in identifying the different phonemes, phonetic sounds, irregular vowels, etc. Since

they are in red, the student is reminded that it needs special attention and that certain rules might apply since it is highlighted. The picture continues to help provide one more sensory clue to help embed the word into the student's memory bank.

Active engagement: Students will create their own booklets and design the front cover. When reading the story, they will select approximately three words that they did not know. When writing the words, they will use the word, word knowledge, and context clues to help associate a picture with the word. After a set number of words, the student will use these words to create their own story book and add illustrations.

Time Line: Each segment will be approximately one month, but will be an ongoing activity throughout the school year. The goal will be to go home with at least five independently written stories to practice reading and reading fluency.

Materials: Colored or plain paper to make two booklets by folding the pages in half.

1 black pen, 1 red pen and 1 blue pen

Some type of coloring utensils

Decodable grade-level reading books

Activities: Take the words from the first booklet and have the student create sentences using the words while writing a story. At the conclusion of the story the student can act out the story while trying to use as many of the words from the booklet as possible.

Adaptations: Segment and blend the words using blocks or other moveable pieces to help break the word apart. Use the word in a sentence and write it down in the booklet for additional help to remind student what it means and how it can be used.

Evaluation: Students will be evaluated on an ongoing basis when the words are reviewed to see if the student is able to read them accurately. After the students have put together a set of words, they will be assessed monthly on the set of words, while adding new words at random from each assessment.

Example of the how the words are written and the picture is part of the word using the word fire:



F i r e - In this example the "i and e" represent how the silent e at the end of the word makes a long vowel sound of the i. The picture would actually be part of the word and not in the middle so it reminds the student what the actual word is.