

Lesson Plan 1

Grade Level: K	Subject: Literacy	Total Time: 30 min
Lesson Title: Colors and Visual Phonics		
<p><u>Goals/Standards:</u></p> <p>Oregon State Standards, Language Arts:</p> <p>1.3 Concepts of Print: Know that print is spoken words written down and has meaning. 1.4 Concepts of Print: Recognize that sentences in print are made up of separate words. 1.8 Phonemic Awareness: Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle). 2.1 Listen to and Read Informational and Narrative Text: Skill To Support the Standard: (For the purpose of noting key skills that support classroom instruction of the standards) Listen to and experience a wide variety of children's literature including alphabet books, informational stories, classic and contemporary literature, and nursery rhymes. 5.1 Informational Text: Demonstrate General Understanding: Correctly answer simple questions about a text read aloud. 6.1 Informational Text: Develop an Interpretation: Use pictures or portions of the text to make predictions about the text. 6.2 Informational Text: Develop an Interpretation: Connect the information in text to life experiences.</p> <p>Common Core State Standards/Language Arts</p> <p>CCSS.ELA-Literacy.K.RF.1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.K.RF.1.d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.K.RF.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>CCSS.ELA-Literacy.K.RL.2 With prompting and support, retell familiar stories, including key details.</p>		
<u>Objective(s):</u>		

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<p>Students will review the familiar text</p> <p>Students will summarize the story</p> <p>Students will explain how the ants feel in the story and why</p> <p>Students will correctly identify colors used in the story telling (ASL)</p> <p>Students will match color to printed English words</p> <p>Students will begin to use the Visual Phonics system for vowels used in the colors</p> <p>Students will, with prompting and support, match the Visual Phonics cards to the written English words and colors on the board</p>	
<p><u>Materials/Equipment/Supplies/Preparation:</u></p> <p>Copy of <i>It's An Orange Aarvark!</i> by Michael Hall</p> <p>Color cards on wall</p> <p>Cards with written English words</p> <p>Cards with visual phonics representations</p> <p>Tape</p> <p>Video set-up for carpenter ant/aardvark videos</p> <p>Videos on carpenter ants "building" and on aardvarks eating ants</p> <p>(Visual phonics cues, English alphabet and ASL fingerspelling should all be posted on the wall at the beginning of the year)</p>	
<p>Procedure Follows</p>	
<p><u>Hook (Anticipatory Set):</u></p> <p>1) Read <i>It's An Orange Aarvark!</i> as a class, using a music stand. Ask the kids ahead of time to notice words they don't know (signed or printed) and colors.</p>	10 min
<p><u>Teaching:</u></p> <p>1) Review the list of unfamiliar words (carpenter, aardvark, stump, etc) and ask if the students know what they mean, having read the book. If not, explain carpenter ants are the kind that build tunnels, and that aardvarks are ant-eaters and show videos to illustrate.</p> <p>Ask how the ants feel. Are they all afraid/worried? Discuss why the ants might be afraid. Are there things you are scared of?</p> <p>Ask if the students think that aardvarks really turn orange when hungry and wear pajamas?</p> <p>Ask what was really happening outside?</p>	15 min

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<p>Ask students what colors they saw, and have them each stick a color card on the wall. Tell them we'll come back to this later.</p>	
<p><u>Group Application:</u></p> <p>The entire class will be working towards the mastery of recognition of long and short vowel sounds as represented in familiar words (through Visual Phonics) and will be making a class Visual Phonics book at the end of the year that each student will take with them. We will add the words they liked from this story to the "Maybe" list to use when we make our book.</p>	
<p><u>Independent Application:</u></p> <p>Students will prepare to tell a story about either something that scares/d them or a story that involves four colors.</p>	
<p><u>Closure/Wrap-up:</u></p> <p>1) "That was so much fun! We're going to do some math and then have lunch, but when we come back, we're going to look at this book again. Also, keep thinking about your stories for the end of the week...do you want to talk about something that is scary, or tell a story that uses colors?"</p>	5 min
<p><u>Meeting Various Needs:</u></p> <p>If there are students who are DeafBlind or who have low vision, they will need intervenors, screen-readers and/or one-on-one tactile/close interpreters, and the assignment will focus instead on one skill at a time, instead of an integration of sight words/reading/fingerspelling and Visual Phonics.</p> <p>If there are students who have language delays, they can be worked with one-on-one to make the assignment less complex (signed only, matched with English only, etc). Video of the information presented (especially the Visual Phonics) should be loaded on to an iPad to take home (if no internet access) or shared on the class website for parents/caregivers to access in order to repeat information at home.</p> <p>If there are students with intellectual or cognitive disabilities, questions will be repeated and rephrased with simpler language and expansion, or 1:1 aides/para-educators will need to be employed.</p>	

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Students will be allowed to “pass” to the next student if they cannot match a color to its written or coded form without penalty.

Assessment:

Visual Phonics learning will build on itself, but a vowel quiz will be given once students have mastered the long and short vowel coding. It will be matching codes to vowel letters in familiar words.

Scared/color stories will be graded based on continuity and an explanation of the scary thing/the use of four colors.

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Procedure Follows		
<u>Hook (Anticipatory Set):</u> Look back at the book, ask the kids to remember the colors the ants saw. Go to the last page and find the rainbow, and then show them all the colors. Point to the colors they stuck on the wall, and go over them as a group.	7 min	
<u>Teaching:</u> 2) Fan out the English word cards on the carpet. See if the kids can match any of the written words to the colors on the wall. If they match, tape them up. Match the missing ones and tape them up. Fingerspell the words, together as a class, alternating which student “leads” for each color. Emphasize that each printed letter also has a fingerspelled letter. Review the Visual Phonics vowel cues/written code for long and short vowel sounds. Then place down cards that have the written code for each color (with the vowel code circled). Again, see if students can match them to the colors, and if not, review the spoken vowels in red, orange, yellow, green, purple, etc, and then see about matching.	20 min	

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Once all the cards are up, practice signing each color, then fingerspelling its name, and then identifying the vowels used in each, using Visual Phonics.	
<u>Closure/Wrap-up:</u> 2) Okay, good work with all the spelling! Did you know you're learning to read not only both English and fingerspelling, but Visual Phonics code, too?	3 min