**UNT Lesson Plan 1**

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| **Pre-service Teacher:** | **Grade(s):** 1st | **School/Mentor Teacher (if applicable):** |
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| **Subject area(s): Language arts** | **Unit Topic/Theme:** Phonemic Awareness: Rhyme, Alliteration, Repetition | **Lesson Title:** Rhyme and Alliteration withBeautiful Blackbird |
| **Relevant TEKS:**  §110.3.(b)(2)(A)(ii): recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound  §110.3.(b)(9)(B): discuss rhyme, rhythm, repetition, and alliteration in a variety of poems | **Relevant ELPS:**  §74.4.(d)(3)(A)(i)(III): accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech  §74.4.(d)(3)(B)(i)(IV): short, simple sentences | **Relevant TX CCRS:**  IV.B.3. Listen actively and effectively in group  discussions. |
| **Lesson Objective(s)/Performance Outcomes**  Objectives:  How does the use of Rhyme help with story flow?  How does alliteration help the reader understand the story?  How does Repetition help the reader see the importance of what is being said?  What is the importance of using rhyme, alliteration, and repetition in a story or poem?  Performance Outcomes:  Students will be able to identify spoken rhyme, alliteration, and repetition.  Students will be able to identify the importance of rhyme, alliteration, and repetition in literature.  The students will be able to write sentences, short stories, or poems using rhyme, alliteration, and repetition. | | |
| **Assessment (Description/Criteria)**  [Formative technique(s)](https://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html):  Four Corners: Use the 4 corners of the classroom to assess the students’ knowledge of the material and to see how confident they are. One true or false question could include: “is the phrase ‘black, black, black’ repetition?” and students find a corner that reflects their answer and confidence level. (true, maybe true, false, maybe false). This will allow me to see if my students understand what repetition, alliteration, and rhyme are and edit my teaching methods if they are not understanding.  Written product: Have student write 3 sentences. Each sentence should contain one of the techniques taught in the lesson. (One sentence with alliteration, one that rhymes, and one with repetition). You can also allow students to work in pairs to create short stories or poems instead of just a sentence. This will allow my students to apply their knowledge shown during the formative assessment. When reading over their writings, if I notice that they don’t grasp each concept, I will reteach and provide more assistance.  Toontastic on Ipad: using the app, Toontastic, students will create their own story/comic that uses alliteration, rhyme, and/or repetition. They will present their story in a small group or to the class. This will allow my students to use their creativity to bring their written assignment to life. This will motivate my students to do the “less fun” task to the best of their ability and then bring it to life and show their classmates. It also allows me as an instructor to see their newly learned skills put to the test. | | |
| **Materials and Resources**  **Book:**   * Beautiful Blackbird, By Ashley Bryan   **Activities:**   * <https://wvde.state.wv.us/teach21/FourCorners.html> * https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/summativeassess.html * iPad activity was discussed in EDRE 4450 during a hands-on iPad workshop   **Other Materials:**   * List of True and False questions to ask for the 4-corners formative assessment activity (attached) * Paper and pencil to write sentences on. Construction paper or markers can be used as well. * An iPad for each student to use with the comic app downloaded. | | |
| **Management of the Instructional Environment**   * Whole group instruction for reading portion. * Teacher will read the book to students (30 min) and ask guided reading questions throughout. * After reading, the teacher will have students stand up and complete the 4-corners formative assessment (10 min). * Students will then return to their desk and complete the writing summative assessment activity (20 min). * iPads will then be handed out to students. Using the writing they just completed, students will make a short story or a comic on iPads using Toontastic (20 min). * In pairs or groups of 3, students will present their comics (10 min). | | |
| **Technology Integration**  Toontastic app on iPads for students to use during one 20-minute center to evaluate their performance. | | |
| **Diversity and Equity (Accommodations, Modifications, Adaptations)**  ELLs: For the English Language Learners in my classroom, I will present the material in shorter chunks of vocabulary, and introduce and define new words that are in the reading. With that being said, I will do this while maintaining a slow and clear pace. I will also attempt to provide the same book in the language of my ELL students. By doing this, my students will be able to grasp the material better than if only presented in English.  Gifted: For my gifted students, I will allow them to look at themes within the text—as well as alliteration, repetition, and rhyming. This will give them a more high-level task to complete if they finish the task presented to the class at a whole. During the comic activity, they can create a story with a focus on theme (as well as alliteration, repetition, and rhyming).  IEP’s: Depending on the IEP of the individual student, I will do my best to accommodate and modify the assignment at hand. I will put the student that has an IEP with a gifted student or a student that is strong at the specific subject being taught. I would also focus on visual elements of the text for the students with Autism and present them with a specific checklist for the desired tasks.  504s: Students with 504 accommodations typically are diagnosed with ADHD, ADD, dyslexia, or dysgraphia. Because of this, I would provide an audio copy of the book as well as allow them to verbally tell me examples of alliteration, repetition, and rhyme (instead of writing it down). If a student is struggling to stay on task, I would allow them to work with a peer or to work with me (the instructor).  behavioral plans:  During reading time- I will ask them to sit by me and to help me lead the reading activity. This sense of responsibility will help behaviors.  During full class 4-corner activity- If a student is running towards corners or being chaotic, I will walk alongside them to help eliminate the behavior.  During individual writing assignment- If a student is struggling to stay on task during a writing assignment, I will help guide them back towards the task or work with them to figure out what they know. The ultimate goal of the writing assignment is for me to assess. If it causes a behavior, I can asses them by listening to them tell me examples (instead of writing).  During iPad/sharing- If a student is off task on the iPad, I will prompt them to get on task. If they remain off task, I will have them draw their comic on paper—instead of the app. | | |
| **Activities/Procedures**  Before:   1. Gather the students around the reading carpet in the classroom. If no carpet, have students remain in the desks and the instructor reads up front. 2. Ask a few questions to prompt critical thinking.  * “Have you ever seen a black bird?” * “What kinds of birds have you seen?” * “Do you know what alliteration means?”  1. Define alliteration 2. Give example  * “Do you know what repetition means?”  1. Define repetition 2. Give example  * “Do you know what rhyme is?”  1. Define rhyme 2. Give example  * Present goals for the lesson.   During:   1. Read the book “Beautiful Blackbird” 2. Ask comprehension questions throughout  * “What is going on with the blackbird?” * “Do the other birds like or dislike the blackbird?” * “Why do the other birds want to be black?” * “How did the story end?”  1. After reading the book, ask the questions from the “before” section again to check for comprehension and understanding. 2. Tell the children what is happening next.  * 4-corner activity. * Writing sentences/poems on their own. * Create the story on the iPad. * Present to a small group.  1. Explain the 4-corner activity.  * Tell the students that they will gather in the middle of the classroom. * You will ask 10 True or False questions and the students will go to a corner that represents their answer and confidence level (true, maybe true, false, maybe false).  1. Do the 4-corner activity. (10 min) 2. Students sit back in their desks. 3. Explain the writing activity.  * Students will get out pen and paper OR markers and construction papers (teacher’s preference). * Students will write three sentences. One containing alliteration, one containing repetition, and one containing rhyme.  1. If students would rather create a story or poem containing all three topics, that is okay. 2. Pass out materials and begin the writing activity. (20 min) 3. Explain the iPad activity.  * Teacher will pass out iPads. * “We will be using Toontastic today to bring our writing to life!” * Have students open Toontastic. * Remind students to stay on task and that they will present their story after the time is up. * Students will work independently.  1. Pass out iPads and begin activity. (20 min) 2. Students pair up or get into groups of three to share their project. (10 min)   After:   1. Students will screenshot their comic and upload it to seesaw. 2. Students will return to their desks. 3. Pick up iPads. 4. Review the material (rhyme, alliteration, repetition) once again. 5. Ask the objective questions.  * How does the use of Rhyme help with story flow? * How does alliteration help the reader understand the story? * How does Repetition help the reader see the importance of what is being said? * What is the importance of using rhyme, alliteration, and repetition in a story or poem? | | |
| **Reflections and Documentation/Evidence of Lesson Effectiveness**  In the future, I would like to get a hard copy of the book in multiple languages before presenting the lesson. Because I didn’t have a hard copy of the book, it was difficult to make sure that my critical questions were related to the text of the book. It also made it difficult for me to pick what specific phonemic awareness elements I wanted to address. I also would possibly only focus on one phonemic awareness aspect for one lesson. It is possible that teaching three aspects in one lesson will be too much for the students to comprehend and lead to confusion and frustration. This will be dependent on the type and level of the particular class being taught. Overall, I like that this lesson is very hands on and interactive. I hope that this will allow my students to be engaged and enjoy learning these aspects of phonemic awareness. | | |

**True/False Questions**

1. Dog and log rhyme. (T)
2. “Big black bear” is an example of alliteration. (T)
3. “Susie is sitting quietly” is an example of repetition. (F)
4. Meg and Mark rhyme. (F)
5. “Happy, happy, happy” is an example of repetition. (T)
6. “I like to walk while whistling” is an example of alliteration. (T)
7. “The dog ran across the park” is an example of rhyme. (F)
8. “This ice cream is so super yummy!” is an example of repetition. (F)
9. “This ice cream is yummy, yummy, yummy!” is an example of repetition. (T)
10. “going to the park is fun” is an example of alliteration. (F)