

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade 1

Instructional/Learning Activity Task Template:

Overview

Lesson Title: **Narrative; Phonics: Ch diagraph with literature integration**

Annotation: The lesson will compliment the Narrative framework lesson. The primary focus of this lesson is to read words containing the ch diagraph (/ch/) with accuracy. The teacher will integrate children's literature, Chicka Chicka Boom Boom, to introduce the ch (/ch/) diagraph. The students will search for words in their independent readers containing the ch diagraph and record on post it notes. The teacher will close lesson with a song "Ostrich Hatches" to reinforce concept.

Grade, Subject, Topic, Author:

1st grade

Reading

Ch diagraph

Dana Zhun

Special Notes To Teacher:

- The teacher might preview youtube.com video clip of Chicka Chicka Boom Boom and download a copy. This might be done at a personal computer.
- The teacher will use highlight tape to code ch diagraphs throughout Chicka Chicka Boom Boom text.
- The teacher will need to chart lyrics to song, "Ostrich Hatches".
- It is suggested that the teacher download We Love To Read Literacy Program (www.songsforteaching.com). The teacher will need to review lyrics with music and might practice the steps of 'Cha Cha' dance prior to lesson. (optional)

Standards

Focus Standard/Element(s):

ELA1R2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

c. Reads words containing consonant blends and diagraphs.

h. Applies learned phonics skills when reading and writing words, sentences, and stories.

Complementary Standard/Element(s):

ELA1LSV1The student uses oral and visual strategies to communicate. The student

d. Increases vocabulary to reflect a growing range of interests and knowledge.

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e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.

Learning Goals

Essential Question(s):

How can we decode words containing the ch diagraph?

Knowledge:

The students will demonstrate an understanding the ch diagraph and use it to decode words.

Skills:

The students will apply knowledge of letter-sound correspondence to decode words containing the ch diagraph.

Balanced Assessment for Task

Assessment Method/Type:

The teacher will use an observational checklist that displays evidence of post-it notes recording the ch diagraph.

Description/Directions for Assessment:

During work time teacher monitors students understanding of ch diagraph by viewing post it notes or response journals and evaluates using prepared checklist. The teacher may conference independently listening for decoding accuracy.

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening: (20-25 minutes/suggested)

1. Students gather at opening area.
2. Teacher shares EQ, “How can we decode words containing the ch diagraph?”
3. Teacher defines consonant diagraph (two consonants together in a word making one sound) and models decoding strategy using ch (/ch/) words on chart (students participating). The teacher connects the ch sound to “choo choo train” and instructs the students to repeat this sound.

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- The teacher will quickly review suggested chart modeling decoding skills.

How do we decode/read ch words?

r-i-/ch/ ~rich
/ch/-u-g~chug
/ch/-i-p~chip
d-i-t-/ch/~ditch
p-a-t-/ch/~patch
/ch/-a-t~chat
/Ch/-arlie~Charlie

- The teacher previews Chicka Chicka Boom Boom. Make note of the chant and review with students.
- Teacher observes students saying, “Chicka Chicka”, and confirming decoding accuracy.
- Teacher passes out shakers.
- The purpose for listening is to shake when students hear ‘Chicka Chicka’.
- Read the book (*or view youtube.com video clip of story*) noticing highlighted tape covering ch diagraph (*book only*). Students will actively participate by saying Chicka Chicka chant and shaking their instruments.
- Teacher will model expectation for students to use post- it notes and record a ch word from leveled readers. If student reader does not have any ch diagraph words, the student may copy words from the chart or browse through Chicka Chicka Boom Boom (if copies are available).
- Timer is set for 20 minutes.

Worktime (20 minutes/suggested)

- Students are reading their leveled readers and recording ch words on post- it notes, a piece of paper or response journals.
- The teacher is monitoring for understanding (completing checklist) and conferring when needed.
- The teacher will choose two students who can show evidence of the work time task by sharing their located ch diagraph words.

Closing (15 minutes/suggested)

- Two students share a book and read sentences with ch word written on their post-it.
- The teacher will add these words to chart from the opening lesson.
- The teacher will share chart with the lyrics, “Ostrich Hatches”.
- Ask two students to code ch words with pre-cut highlight tape.

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“Ostrich Hatches” –Marla Lewis

Charles and Mitch were playing catch
When Bluebird called down from her branch: “STOP!
Right here on this grassy patch
A giant egg’s about to hatch!”
Imagine everyone’s surprise
An ostrich hatched before their eyes!
She yawned and stretched and scratched her head,
And the first words Baby Ostrich said (were:)

Teach me how to cha-cha-cha!
I want to learn how to cha-cha-cha!
Teach me now to cha-cha-cha!
So I can be your partner!

Charles said, “Cha-cha! What is THAT?”
“It’s a Latin Dance,” the bluebird laughed.
“One foot forward, one foot back,
Then, cha-cha-cha! You’re right on track. (let me)
Teach you how to cha-cha-cha
Watch! One-two, cha-cha-cha!
Pay attention, cha-cha-cha!
Now you can be my partner!

Ostrich loved the dance so much
She had such grace, a magic touch!
But when the boys took up the beat
She cried, “Ouch! You’re dancing on my feet!” (let me)

Teach you how to cha-cha-cha!
All together, now, cha-cha-cha!
I’ll teach you how to cha-cha-cha
So you can be my partner.

This song is based on the “Ostrich Hatches” story by Beradette Falletta, part of Marla Lewis’ We Love to Read: Literacy Program.

5. Teacher and students read through lyrics and the teacher might demonstrate cha-cha dance. (optional)

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6. Teacher plays music while pointing to words in shared reading/singing.
7. Teacher and students practice dance while closing lesson with this song.
8. The teacher will restate EQ and close with examples of understanding (referring to chart).

Resources, Materials, and Equipment:

Resources:

Song, “Ostrich Hatches” by Marla Lewis from We Love to Read Literacy Program
www.songsforteaching.com (download song from personal computer) -optional
www.youtube.com (download video clip 5 minutes to Chicka Chicka Boom Boom from personal computer) -optional

Materials:

Chicka Chicka Boom Boom Bill Martin, Jr. (one copy)

Chart paper/markers

Post-it notes/pencils

Paper

Response journals

Leveled readers

Equipment:

LCD projector

Internet source with sound card

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation:

During work time struggling readers may work with a partner to locate ch diagraph words. The teacher may work with a small group to complete the task. The students may listen to Chicka Chicka Boom Boom with headphones to reinforce hearing ch sound.

Enrichment/Extension:

The students may create own ch diagraph chant similar to chicka chicka boom boom and share with class. The students may write and illustrate sentences using ch diagraph words located in their readers.

