**Artifact 6:**

**Lesson plan 2: Manipulating Initial/Medial/Final sounds**

(This lesson will be the same for each set of given word families🡪 ap/ip 🡪 en/un 🡪 ig/og/ug 🡪at,et,ot)

**Grade Level:** First Grade (Lesson is beginning first grade due to ability level of the student)

**Objective:** Student will identify the correct medial vowel sound for given words and apply this knowledge to decode new words within in a given text.

**Time:**  The lesson is approximately 30 minutes in length. I will be repeating it 4 times, once with each set of word families.

**Materials:**

* Letter tiles with a different color on each side.
* Alphabet strip (the same one used from previous lesson that already has the vowels marked in red)
* White board and marker

**Background:** The student has demonstrated success in recognizing what each vowel’s short sound is, and when it is present in words. Because of their mastery, I have decided to bring their vowel recognition to the next level by having them manipulate the medial vowel sound to change the word they have made. It will also incorporate a mini review of word families because they will be asked to change the medial sound back and forth between two word families.

**Introduction:** To begin, remind the child that all words are made up of vowels and consonants and that most words have at least one vowel in them. Using the alphabet strip review the vowels, a, e, i, o and u. Have the student find them on the strip and practice telling you what their short vowel sound is. Have them give you an example of a word that has the short vowel sound in it. For example, they might say “a” as in hat. Repeat with each vowel. Then have the student set up the letter tiles by placing them in an arch in front of them in ABC order. Remember to have them flip the vowels over so they are a different color than the consonants. They can even do this while telling you the vowel and the short sound it makes.

**Target Activity:** After the intro activity, let the student know that they are going to be listening to words, and deciding what sounds they hear. Once they know the sounds they will be making the word on a mat using the letter tiles. Begin by giving them an example. The example will be the same for each lesson because this lesson will be repeated 4 times with two to three target vowel sounds in each lesson. The first example will be to say the word mop out loud to the student. Then show the student how to take the letter tiles to spell the word mop on the mat. Then ask the child which letter is the vowel (o) and what sound does it make? Then say the word map. Ask the child if they think map and mop are the same word? Why or why not? Hopefully they will notice that the vowel sound is different in the two words. If they don’t catch this, point it out to them because this is the example. Repeat the word mop, and tell the student to change one letter to make the word map. They should place an “a” where the “o” was. If not, again show them how to do this. Then let them try the next one on their own. From map, change one letter to make the word mat. They should recognize that the final sound changed from p to t. Once they have tried the practice words, begin the lesson (ap/ip , en/un, ig/ug/og, & at/et/ot) **(Standard V)**

**Extension:** If the student is able to do well wth cvc words, and you feel they are advanced enough to try the same word families in the sets by using blends or digraphs, allow them to do this. For example, stop is a common word than many students already know how to spell. You might ask the student to spell the words stop with the letter tiles. Then change stop to slop. Then slop to plop. Plop to plot etc.

**Assessment:** The student will manipulate the initial, medial, or final sound of given words to make the new word that they hear. They will do this with 4 different sets of word families.