Mackenzie Rogers and Emily Winkler

Using short /e/ sounds with concept attainment model

**Content:**

* English Language Arts

**Time:**

* 20 minutes

**ALCOS:**

* Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]
* Decode regularly spelled one-syllable words. [RF.1.3b]
* Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]

**Objectives:**

* The students will be able to recognize the short /e/ sound in a list of examples and non-examples.
* The students will be able to express their hypothesis based on the examples and non-examples.
* The students will be able confirm or change their hypothesis based on added examples and non-examples.
* The students will be able to apply the content with guided assessment.

**Materials:**

* Worksheet
* Powerpoint (graphic organizer)
* Pictures with examples and non-examples

**Hook:**

* We will start the lesson off by presenting it as a guessing game to get the students interested and involved. Since first graders do not understand what a concept is, the students will guess what the examples have in common to figure out the concept we are trying to teach.

**Procedures:**

* We will stand at the board and introduce the hook to the students.
* We will tell the students that we have a YES column and a NO column to help students determine what the words in the YES column have in common.
* Before we begin displaying our examples and non-examples, we will let the students know that there is only one right answer that we are thinking in our heads and they have to try and figure it out.
* We will then tell them that the NO column is there to help them with their guesses in the YES column.
* We will pull up our graphic organizer on the smart board. One column will be labeled YES and one column will be labeled NO.
* The first two examples in the YES column will appear.
* Students will then make their first guess about what these have in common.
* Two more examples in the NO column will then appear.
* We will have a short guided discussion to see if their guesses still make sense.
* Next, an example in the YES column will appear.
* We will guide students to make a new guess based on the new example.
* An example in the NO column will then appear.
* We will then ask the students if their guess is still correct, if not, then they will make a new one.
* With much guidance and questioning from us, this will continue until we have used up the examples and non-examples, or until the correct guess is reached.
* We will then move on to our activity for our informal assessment. Each table will get two examples and two nonexamples. The students will then come up in their groups and decide if their word has a short /e/ sound or not. They will then place their words/pictures under the appropriate column.
* The students will then complete their worksheets on their own.

**Accommodations:**

There are currently no accommodations needed for this class. We will however, be guiding and questioning the students more than the model calls for because of the age of our students and for the lower level learners in the class.

**Review/Closure:**

* After the correct hypothesis is stated, we will go back through our list of examples to show students that all of the words do indeed, have the short /e/ as the middle sound.
* We will then proceed to do the activity and the worksheet.

**Assessment:**

* Mrs. Brantley has prepared worksheets that she wants her students to complete at the end of our lesson. This will be our formal assessment for the students. As for an informal assessment we have prepared an activity for the students to do after our lesson. This will be an instant way for us to see if the students grasp the concept of the short /e/ sound.

**How did the lesson match the model:**

* Through our YES and NO columns we were able to provide examples and nonexamples to help the students hypothesize about the concept we were teaching. Although we had to guide them a bit more because of their age, they were still required to use their critical thinking skills to figure out what the examples had in common. Once they figured out what they had in common they were able to see the specific concept we wanted them to recognize and they were able to apply that skill.