

**Daily Lesson Plan
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Date: Friday, January 22, 2016

Objective(s) for today's lesson:

Students will demonstrate their understanding of consonant digraphs by completing a four-way word sort, identifying at least four words in each category.

Rationale: It is important for readers and spellers to see consonant clusters as chunks of information and to recognize and write them quickly as units. In this lesson, children demonstrate their knowledge of common consonant digraphs in words that begin or end with *sh*, *ch*, or *th*, and that begin with *wh* so that they can easily notice them, making word solving more efficient.

Materials & supplies needed:

- Anchor chart
- Sandwich model
- Chart paper
- Markers
- LS 13 word sort cards
- Word sort sheets
- Highlighters
- Laptop
- EPSON Projector

Procedures and approximate time allocated for each event

Introduction to the lesson: 5 minutes

- Review the difference between vowels and consonants.
- You have been learning about consonant clusters. Do you know what we call consonant clusters that have only one sound?
- These sounds are called consonant digraphs.
- Everyone take out your imaginary magnifying glass out of your pocket. (Model) Today, you are assuming the duty of a digraph detective, and it is your job to work very hard to identify some consonant digraphs during word study.

Outline of key events during the lesson: 12 minutes

- Show children digraph anchor chart and inform them that today we will focus on *sh*, *ch*, *th*, and *wh*.
- These sounds could be found at the beginning, middle, or end of a word.
- Explain further using the peanut butter and jelly analogy and model.
- Engage students in a group word sort using chart paper. Pull a variety of word study cards (digraphs at beginning, middle, and end) and have the children help model the sort.

Closing summary for the lesson: 8 minutes

- Thank you for being such great digraph detectives during our word study lesson today! I cannot wait to see the work you do during your own word sort later this morning!

Academic, Social and/or Linguistic Support during each event

- I will be wearing a microphone throughout my entire lesson. The increased volume of my voice will accommodate auditory learners or any students with hearing difficulties, and will help keep students' attention on me.
- Students will be asked to put their hands/fingers in a variety of places when they would like to share. This will help eliminate students waving their hands, putting their hands in their mouths, and playing with their shoes. This will also accommodate my students who need to be moving constantly.

<ul style="list-style-type: none"> To get ourselves ready for more digraph detective work during Daily Five, let's quietly stand up, find a safe place to stand, and get ready to sing the "Digraph Song" with me! https://www.youtube.com/watch?v=bFQ2g_AZW4c <p>Transition to next learning activity</p> <ul style="list-style-type: none"> Following the video, have the students sit back at the gathering place. What did we learn about digraphs today? Show the children the word sort worksheet and give directions for Daily Five time. Dismiss the students for a bathroom break before beginning Daily Five. 	<ul style="list-style-type: none"> Students will have anchor charts to refer to. This accommodates visual learners. Students will be seated at their new assigned places at the gathering place. This ensures students are seated next to those they can work cooperatively with. Students will have the whole-class word sort chart to refer to if they need help getting started.
<p>Assessment</p> <ul style="list-style-type: none"> The assessment for today's lesson is formative. Students will complete a word sort individually during their Daily Five Rotation. I will review their word sorts to ensure they are identifying and categorizing consonant digraphs correctly. I will use this assignment to guide my instruction for the following day's lesson. If students are not meeting the criterion, I will revisit the concept again on Monday. 	<p>Academic, Social, and/or Linguistic Support during assessment</p> <ul style="list-style-type: none"> Students in reading groups below or approaching grade level may complete the word sort in their guided small group if necessary. Students will have the whole-class word sort chart to refer to if they need help getting started.

