



The University of Tampa Lesson Plan Format for Prac. III formal observations

Descriptive Data:

Intern's name: Anastasia McGrath
Date: 10/2/19
Grade Level: 1
Subject: Phonics
Topic: ch, -tch
Lesson length predication: 20 mins
Actual time:

Objectives: Students will be able differentiate between ch- and -tch sounds in words.

Essential Question: How can I tell that a word is spelled with a ch- or a -tch

Florida State Standard(s): LAFS.1.RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

Vocabulary: Ch: chip, chat, chair, cheese, reach, Chelsea, peach
-tch: hitch, hatch, match, witch, ditch, scratch, stretch

Student assessment(s)/evaluation: Students will be able to correctly differentiate between words with -tch sounds and ch- sounds in our popsicle sort activity.

Teacher Materials/equipment: projector, power point, chart

Student Materials/equipment: pre-made -tch/ch- popsicle sticks, chart

Procedures:

Part 1:

- Schema
 - Who can remind me what a digraph is? [2 letters that make 1 sound]
 - Who can remind me of a digraphs that we have already worded with?
 - Now we are going to learn about another one with 3 letters...
- Digraph video – We are going to watch a quick video that will teach us. Use your sticky brains to remember what you learn in the video, because we are going to talk about it after. I am going to pick special friends who I see are acting like good leaders to help me with the next activity. I know this is going to be really exciting. If you get really excited during video you may wiggle your fingertips in front of you. We are not distracting our friends on the carpet.
 - <https://www.youtube.com/watch?v=bipewBFm-5I>

Part 2:

- Review filled out -tch/ch chart from yesterday...
 - Students will be gathered on the carpet. Teacher will have a chart prepared to be filled out with student word examples. The chart will have 2 sections, one for ch- and one for -tch. Students will tell the class/teacher which digraphs we are learning about. Students will give examples words (one at a time) to add to the chart
 - Review ch- : They will be recalling ch from yesterday and using the video and prior knowledge to fill out the -tch section.
 - Students will share with their shoulder partner to brainstorm an example word for -tch
 - Teacher is prepared to emphasize the difference between ch and -tch sounds.
 - You can hear the ‘t’ in -tch
 - Ch: chip, chat, chair, cheese, reach, Chelsea, peach
 - -tch: hitch, hatch, match, witch, ditch, scratch, stretch
 - *ESOL and ESE students will receive a chart with all of the words organized by digraph with the digraph already identified on the paper for reference. Pictures of each word will be included next to each word.*

Chart details from yesterday's lesson

Part 3: Independent Practice

- Teacher will introduce popsicle sorting activity.
 - Student will have premade popsicle sticks. One with a tch and one with a ch. Teacher will show a PowerPoint with pictures. Teacher will say the word out loud. Students will hold up the popsicle stick with the correct sound on it facing backwards toward the teacher.
 - Ask student(s) to repeat instructions (one direction at a time)
 - Thumbs up if you understand the instructions
 - Student will be given the sticks earlier and will be asked to come to the carpet with the sticks.
 - Teacher will be observing the students answers and will be taking anecdotal notes on which students will need extra help on this phonics concept later in the week.