Goal-directed Instructional Design Plan

Language Arts- Long e Vowel Sound
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A. A problem or a need

First Grade’s biggest challenge is to teach students how to read. The vowels in the English alphabet are categorized into two sounds, short and long. ESL students need to identify, know, and understand the vowel rules in order to improve the accuracy of their pronunciation and reading skills. By using a variety of resources, tools, and techniques, as well as implementing different teaching strategies, the teacher will help students to develop phonemic awareness.

B. A real-world performance

Students can read aloud a story or poem using long e sounds. Also, they can identify long e words or things on a nature walk and/or the classroom (including worksheets and homework). Students will be able to identify (visualize) words with long e while the teacher says a story. Since students will be acquiring new vocabulary, they will write sentences or short stories.

C. Instructional objectives

- Associate the sound /e/ with ea and ee.
- Blend, read, and build regular long e: ea and ee words.
- Apply knowledge of letter-sounds to decode unknown words when reading.
- Practice fluency in paired reading.
- Create labels in the computer for long e pictures.

D. Set of essential content

The teacher will review taught skills, such as long vowel sounds and long e sound CVCe (consonant-vowel-consonant-silent e). The long e sound (ea and ee words) and the CVVC (consonant- vowel-vowel-consonant) generalization rule will be introduced. This rule says that when two vowels appear together in a word or syllable, the first usually stands for its long sound and the second is silent. The teacher will guide students by using the blending strategy to help them read the words. This strategy consists in modeling how to read a word by segmenting it. Then, the teacher and students need to say the sound of each letter and blend the word together. This process will be repeated by using new words. After the practice, the teacher will provide space for students to review and explain the generalization rule. The idea is to use many technological resources for students to understand the importance of silent letters, since vowels in Spanish are never silent and they may pronounce ea or ee as two vowel sounds. New vocabulary words will be introduced during this lesson. Reading fluency will be evaluated.

E. Evaluation consisting of a test or observation

There are two activities (formative and summative assessment) provided in this lesson for evaluation:

- The students will complete a vocabulary worksheet.
- The students (one on one) will read a story to the teacher to evaluate fluency.
F. Method to help participants learn

A Power Point presentation with many visual aids (created by the teacher) will be used to deliver the content. Other resources, such as videos and interactive websites, will be used to reinforce taught skills.

G. Motivation

Meaningfulness
- Students will understand the importance of reading and will work along with the teacher to develop fluency.

Pleasant consequences
- Students will be engaged in their learning process due to all the activities and resources provided that will enrich it. Since they will be able to read many words (including unknown words), students will be looking forward to reading books (appropriate for their age and knowledge) in their free time at school and at home.

Novelty
- The teacher will use a magic wand to introduce the long e sound. The wand “will silent the second vowel (CVVC) in the word.” Students will be able to use the wand and read words from the PP presentation.

H. Socialization

Students will practice reading in pairs with word cards and/or short stories. This strategy will provide students corrective feedback regarding their oral reading and their use of the blending strategy.

I. Audience

Age
- 6-7 years

Skill level (including technology skills)
- First grade students with basic technology knowledge.

Prerequisite knowledge (including technology background)
- Students need to master short vowel sounds, long e sound CVCe (consonant-vowel-consonant-silent e), a variety of sight words, and basic knowledge on Word Processor.

J. Technology Needs

- Classroom computer
- Internet Access
- Power Point and teacher’s PP presentation In-focus
- Smart Board
- Printer
- Word Processor- Students should know how to type words.
- Symbaloo account to access website links (YouTube and Star Fall)