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**Screagle Simulation Station Lesson Plan EDUC 246 Fall 2024**

You will submit your lesson plan to Mursion by using the Google Forms link provided [here.](https://docs.google.com/forms/d/e/1FAIpQLSd3iO2tqJN88zXsgKpa7g4BMomMoElNSAgSpQ4Zs_DsRuIUMQ/viewform?usp=sf_link)

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| Logo  Description automatically generated with low confidence  **Screagle Simulation Station Lesson Plan—EDUC 246** | | | | | |
| Teacher Candidate Name | |  | | Date |  |
| Subject | | Language Arts/Literacy | | Grade Level | Kindergarten |
| Standards: [IDOE Standards page](https://www.in.gov/doe/students/indiana-academic-standards/)  K.RF.2.d. - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) | | | Learning objectives:  Students will identify and produce the final sounds of given words. | | |
| How does your lesson connect to the Science of Reading? Check the box(es) that apply | | | | | |
| * ☑ Phonemic Awareness (This lesson focuses on **isolating and identifying the final sounds** in words, a key component of phonemic awareness.) * Phonics * Fluency * Vocabulary * Comprehension * Writing | | | | | |
| Materials | * Whiteboard (this will be in the Screagle Simulation Station) * Target word list for final sounds (e.g., cat, bat, dog, sun, fish) * Optional: Picture cards or images of each word for visual support | | | | |
| Time Frame | 10 minutes | | | | |
| Learning Task: Opening | **Opening (1-2 minutes):**   * Hook: Begin with an engaging question: “Who’s ready to listen to some fun sounds today?” * Objective: “Today, we are going to listen for the final sound we hear in words, which will help us become better readers! | | | | |
| Learning Task: Lesson Body | **Lesson Body (6-7 minutes):**  **Teacher's Role (I do):**  1. Introduction with Bag of Objects:   * Begin by explaining to the students that today they’ll practice listening to the sounds at the end of words. * Pull an object from the bag (e.g., a "can"). Ask the students, “What is this?” * Then ask, “What sound do you hear at the end of the word ‘can’?” * Encourage students to respond with the final sound (e.g., /n/ for 'can').   + If an incorrect answer is given, immediately correct the student mistake. Then have the student repeat the correct answer.   **Student's Role (We do):**  2. Interactive Sound Identification:   * Continue with other objects from the bag, such as 'cap,' 'mug,' and 'book.' * After naming each object, ask the students, “What sound do you hear at the end of this word?” * Students take turns answering with the final sound (e.g., /k/ for 'book'). Provide positive feedback and correction as needed.   3. Visual Support (Optional):   * Display a worksheet with a picture of the ear (symbolizing listening). * As each word is said aloud, prompt the students to focus on the final sound. * Ask them to name the letter that corresponds to the sound they hear at the end of the word. If they are unsure, provide the correct letter for them.   **Independent Practice (You do):**  4. Students Take the Lead:   * Have each student choose an object they know. * Ask them to lead by saying the object’s name and identifying the final sound. * Encourage the other students to respond to their peers’ words by identifying the ending sound. * Repeat this process with multiple students to ensure each has a chance to participate.   5. Letter Matching:   * Ask for a volunteer student to say the correct letter that corresponds to the final sound of the word. * Rotate volunteers until all objects have been used. | | | | |
| Learning Task: Closure | **Closure (1 minute):**   * Wrap-Up: “Great job, everyone! Listening for the final sound in words is a fun way to get better at reading. Keep practicing, and soon, you’ll be experts at this!”   **Informal Check (You do):**   * Each student identifies the final sound in one word (e.g., 'hat', 'bat') during the independent practice part of the lesson. | | | | |

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| **Screagle Simulation Station Conductor (cheat sheet)** | |
| **What students should know for this activity (background knowledge):**  Students should have a basic understanding of letters and sounds. | **Any notes you want the Conductor to know/have for this lesson prior to teaching:**  Ensure that the students are responsive during guided practice, allowing the teacher candidate to engage with them individually during the “We do” portion. Students should respond with enthusiasm when identifying final sounds. |