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**Screagle Simulation Station Lesson Plan EDUC 246 Spring 2025**

Please upload your Lesson plan TWO WEEKS before your Screagle Simulation session.

Upload by using the Google Forms link provided [here](https://www.usi.edu/science/teacher-education/screagle-simulation).

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| Logo  Description automatically generated with low confidence  **Screagle Simulation Station Lesson Plan—EDUC246** | | | | | |
| 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 (consonant-vowel-consonant, 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 CVC 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 pronouncing 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) * Ear picture on Whiteboard * 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**?” * State Objective:   “**Today, we are going to listen for the final sound we hear in words, which will help us become better readers! I will be modeling first, then We will be saying the final sounds in words together, and last, You will be listening for the final sound and pronouncing, which is saying, the sound**.” | | | | |
| Learning Task: Lesson Body | **Lesson Body (6-7 minutes):**  **Teacher's Role (I do):**  1. Introduction with Bucket of Objects:   * Begin by stating to the students: **“Remember today we will be listening to the sounds at the end of words.”** * Display a worksheet with a picture of the ear (symbolizing listening). Point to the ear picture on the board. **“Watch and listen as I model listening and pronouncing the final sound in my word**.**”** * Pull an object from the bucket (e.g., a "can"). **“’can’.” “The final sound in ‘can’ is /n/. ”** Say the final sound, NOT the letter. * While modeling, check for attention and understanding (e.g. nodding of heads, silent mouthing, etc.) If needed, repeat with another example. Follow the steps above.   **Student's Role (We do):**  2. Interactive Sound Identification:  (Since avatars can only respond one at a time, We do is individualized.)   * Continue with another object from the bag, such as **'cap’**. * After you name the object **“cap”**, ask one student, **“What sound do you hear at the end of this word?”** * Encourage student to respond with the final sound (e.g., **/p/ for 'cap'**).   + Say the final sound, NOT the letter.   + If an incorrect answer is given, immediately correct the student mistake. Then have the student repeat the correct answer. Place that card in a stack for repeated practice. * Repeat the steps. Students take turns answering with the final sound (e.g., **/k/** for '**book**'). Provide positive feedback and correction as needed. * Continue until all cards are used and repeat the ones that were not correctly answered.   **Independent Practice (You do):**  3. Students Take the Lead:   * **Have each student name an object they know**. (e.g. desk) * **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.   4. Optional Extension - 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. * 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.  **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 | | | | |
| 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. We have added the skill of identifying and pronouncing the final sounds in words and we can add this to our skill of identifying and pronouncing the beginning sounds in words. Next, we will be working on changing the ending sounds in our CVC words.”** | | | | |

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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.  Word cards are: cat, can, cap, cup, bug, book, hat, bat, man, sun, fin, kid, pig, lamp | **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. |