

Curriculum Area: English	Unit/Lesson Title: Phonics (-or-, -ar-)
Grade level: grade 6	Author: Jessie, Gema, Anita
Time required: 40 min	Date: 05/16/2016
Materials	
Hello Kids Book 8 Unit 4 Phonics	
1. or: horse, corn, fork, pork ar: car, Mark, star, park,	
2. Phonics chant	
Lesson Objectives	
1. Can differentiate the sound patterns of -or- and -ar- 2. Can read aloud the eight phonics words 3. Can read aloud the phonics chant	
Pre-Assessment/Prior Knowledge	
Letter and sound correspondence	
Key Language and Vocabulary	
or: horse, corn, fork, pork ar: car, Mark, star, park,	
Differentiated Instruction	
What will you differentiate? content <input type="checkbox"/> process <input type="checkbox"/> product <input type="checkbox"/>	
How will you differentiate? <input type="checkbox"/> readiness <input type="checkbox"/> interest <input type="checkbox"/> learning profile <input type="checkbox"/> affect/learning environment	
Instructional Groupings: whole group <input type="checkbox"/> small group <input type="checkbox"/> partners <input type="checkbox"/> homogeneous <input type="checkbox"/> heterogeneous	
Equity - How will all learners engage? Describe your differentiated instruction strategy.	
1. Heterogeneous grouping 2. Homogeneous grouping (readiness) 3. Students are encouraged to be aware of where they are in terms of the continuum of learning and take challenges when they feel ready. Thus, the ability grouping will be a dynamic one, especially for lower and middle level students.	

Lesson Overview- list what the teacher and students will be doing.		
Steps in the Lesson	Time	Assessment
1. Classify the words (heterogeneous grouping) <ul style="list-style-type: none"> - Have students in groups read aloud the words, sort them out and tell their reasons or: horse, corn, fork, pork ar: car, Mark, star, park, - Check the answers (whole class) - Have Ss put the words in alphabetical order - Check the answers by reading aloud 	8	<ul style="list-style-type: none"> ✓ Can understand the differences b/w -or- and -ar- sounds.
2. Differentiated Instruction : Put students into homogeneous groups by readiness. <ul style="list-style-type: none"> ■ Team A (Lower level) <ol style="list-style-type: none"> (1) have students read aloud the words (blending) (2) give each one a set of letter cards →T says a word and Ss try to take the corresponding letters to form the word (segmentation) (Teacher-led) (3) spelling practice by using letter cards (pairs) (4) small group practice: S1 say a word, the other team members spell the word by letter cards. ■ Team B (Middle level) <ol style="list-style-type: none"> (1) Have students read aloud the words (2) Give each one a set of letter cards to practice spelling in pairs. (3) Have students practice Phonics chant worksheet #1 (Appendix 1). ■ Team C (Higher level) <ol style="list-style-type: none"> (1) Have students practice Phonics chant worksheet #1 (Appendix 1). (2) Have students answer comprehension questions worksheet #2 (Appendix 2) 	15	Lower level <ul style="list-style-type: none"> ✓ Can say the words ✓ Can segment the words Middle level <ul style="list-style-type: none"> ✓ Can say the words ✓ Can segment the words ✓ Can read aloud the sentences higher level <ul style="list-style-type: none"> ✓ Can read aloud the sentences ✓ Can answer the questions in written forms.
3. Production <u>Anchor activity for fast finishers</u> <u>Provide Graded Readers for early finishers to read alone or with a partner.</u>	10	Can present the phonics chant fluently.

格式化: 醒目提示

- Have team B and C read aloud Phonics chant.
- Listen to phonics chant CD.
- Check the comprehension questions orally.

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4. Assessment

- ✓ DI assessment sheets A, B, C (Answers see appendix 3)

level	Test format
lower	<p>A. Hello Kids 8-4 phonics (5)</p> <p>1. ar / or</p> <p>2. ar / or</p> <p>3. ar / or</p> <p>4. ar / or</p> <p>5. ar / or</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>我覺得</p> <p><input type="checkbox"/> 很簡單</p> <p><input type="checkbox"/> 剛剛好</p> <p><input type="checkbox"/> 有挑戰</p> </div>
Middle	<p>B. Hello Kids 8-4 phonics (15)</p> <p>1. _____ ar / or _____</p> <p>2. _____ ar / or _____</p> <p>3. _____ ar / or _____</p> <p>4. _____ ar / or _____</p> <p>5. _____ ar / or _____</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>我覺得</p> <p><input type="checkbox"/> 很簡單</p> <p><input type="checkbox"/> 剛剛好</p> <p><input type="checkbox"/> 有挑戰</p> </div>
Higher	<p>C. Hello Kids 8-4 phonics (15)</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>我覺得</p> <p><input type="checkbox"/> 很簡單</p> <p><input type="checkbox"/> 剛剛好</p> <p><input type="checkbox"/> 有挑戰</p> </div>

Lower level

- ✓ Can differentiate sounds b/w -or- and -ar-
- ✓ Can tell how they feel about the assessment

Middle level

- ✓ Can differentiate sounds b/w -or- and -ar-
- ✓ Can identify the beginning and ending sounds.
- ✓ Can tell how they feel about the assessment

Higher level

- ✓ Can differentiate sounds b/w -or- and -ar- without cues.
- ✓ Can identify the beginning and ending sounds without cues.
- ✓ Can tell how they feel about the assessment

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Additional Resources: Any websites or materials that you used?

Appendix 1

Worksheet #1

Mark drives his car to the market to buy some pork.

And his dad rides on the horse to get some corn.

Appendix 2

Worksheet #2

8-4 Reading Comprehension

1. Where does Mark go?
2. How does Mark get there?
3. What does he buy?
4. How does Mark's father get there?
5. What does he buy?

Appendix 3 Assessment

A. Hello Kids 8-4 phonics (5)

1. ar / or
2. ar / or
3. ar / or
4. ar / or
5. ar / or

我覺得

- 很簡單
- 剛剛好
- 有挑戰

B. Hello Kids 8-4 phonics (15)

1. ____ar / or____
2. ____ ar / or ____
3. ____ ar / or____
4. ____ ar / or ____
5. ____ ar / or ____

我覺得

- 很簡單
- 剛剛好
- 有挑戰

C. Hello Kids 8-4 phonics (15)

1. _____
2. _____
3. _____
4. _____
5. _____

我覺得

- 很簡單
- 剛剛好
- 有挑戰

Hello Kids 8-4 phonics (scripts for dictation)

1. p-ar-k
2. c-or-n
3. h-or-se
4. st-ar-**t** (original word: st-ar)
5. f-or-**m** (original word: f-or-k)

Julie's Feedback: This lesson does a very good job of meeting all the students' needs in a very practical and straightforward way. The word sort at the beginning is a fun, high interest way for students to review, and help one another. The checklist for low/mid/high in the assessment column makes it easy for a teacher to quickly assess whether students have reached a learning goal. I might suggest an anchor activity for kids who finish early.

格式化: 字型色彩: 輔色 1, 醒目提示

格式化: 醒目提示

格式化: 字型色彩: 輔色 1