

Fishing for Syllables Lesson Plan

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Grade Level: First Grade **Subject:** Language Arts

Concept/Topic: Phonic skills, syllables

GPS Reading Standards

ELA1R3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- Automatically generates the sounds for all letters and letter patterns.
- Applies knowledge of letter-sound correspondence to decode new words.
- Applies learned phonics skills when reading and writing words, sentences, and stories.

ELA1R4 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- Applies letter-sound knowledge to decode quickly and accurately.
- Automatically recognizes additional high frequency and familiar words within texts.

Enduring Understanding:

There are patterns to the way words sound.

A word has a rhythm that helps us break it apart so we can say it, read it and write it.

We see the use of syllables in the print around us.

Essential Question: How do syllables help us read words?

Key Knowledge:

Words have rhythm and beats that help us sound them out, read them and write them.

Listening for one, two and three syllables in words.

Identifying beginning and ending letters and sounds in words.

Identifying high frequency reading words.

Key Skills:

Students will be able to determine how to listen for how many syllables are in words.

Students will be able to know if a word has one, two or three syllables.

Students will see how syllables are used to help with reading and dividing words at the end of a line.

Evaluating/Checking for Understanding:

Teacher will informally assess students by observing responses in the large group activity. She will walk around and monitor group progress to see if responses are correct. Teacher will check group response sheets for any misunderstandings. For final summarizer, students will turn in a review sheet showing a one, two and three syllable word to the "I Got It" bucket and teacher will check for understanding. Lesson modifications will be made for the next day based on the feedback.

Materials:

Wooden dowel "fishing pole" with magnet

Cut out fish with words from sample word list with paperclips for hooks

Buckets (or large cups), fish sheet and response sheet for group work

"I Got It" sheet and "I Got It" bucket

Colored fish for group member selection

References:

Georgia Department of Education. (2006). Georgia performance standards. Retrieved February 8, 2011 from <http://www.georgiastandards.org>

Teacher2Teacher. (2000). Syllabication rules. Retrieved September 5, 2004 from <http://www.createdbyteachers.com/syllablerulescharts.html>

The Teacher's Guide. (2001). Three little fishies. *The teacher's guide: Children's songs*. Retrieved September 5, 2004 from <http://www.theteachersguide.com/ChildrensSongs.htm>

NOTE: Lesson plan adapted from a lesson entitled, "Catching Syllables" posted in 2003 on Georgia Learning Connection web site by Lynne Chason at Cartersville Elementary School.