

Sahara Kipfer
Kristi Brown
March 12, 2009
Phonics Mini-Lesson

Mini-Lesson

Topic: Short O and Digraph SH

Grade: 1st grade

Time: 15 minutes

Teach phonics skills during large group discussion. Introduce and practice new phonics concepts using selected words

1. Introduce the Topic

The teachers will introduce both topics by reading *Hot Pot: The Sound of Short O* by Alice K. Flanagan and *Shoes: The Sound of SH* by Peg Ballard. Next the students will be asked “what do many of the words have in common?” This question will be asked after reading both books. (Answers: words having o’s, with a short sound and words that contain sh)

2. Share Example

The teachers will write “short o” and “sh” on the whiteboard. They will review the sounds that they each make. Two webs, each with rays, will be drawn on the whiteboard, one on the left side and the other on the right, so that the middle of the whiteboard will be blank. Students will then be asked to think of words that could be written on the rays. Some examples that students could provide include: *top, rock, dot, fish, shoe, and shell*.

3. Provide Information

The teachers will connect the “short o” and “digraph sh” sounds together. This is where the empty space on the whiteboard will come into use. Examples will be written on the whiteboard, such as *shot* and *slosh*. Next students will be asked if they can think of any other words that would fit into this category. (If students cannot think of any other examples, the teachers will write one more word on the whiteboard, such as *shop*).

4. Guide Practice

The students will be placed into five groups containing four to five students. The teachers will then pass out a bag that has upper and lower case di-cut letters. The students will then be instructed to work together to form words containing “short o,” “digraph sh,” or both. Each group will then share with the class one or two words that they formed.

5. Assess Learning

The teachers will pass out one shamrock card to each student. The shamrocks will have a word that contains either “short o”, “diagraph sh”, or both. The teachers will then have the students come up to the whiteboard, one by one, and sound out their word for the class. The student will then place their word in one of the categories within the Venn Diagram that the teachers have drawn on the whiteboard.