

1. Audience

- a. **Background:** There are four students in this first grade group. They are all Spanish speakers. One scored at level 1 on the ELDA assessment and the others scored at level 2. One student is new to the school and new to the group. She has a hearing impairment that is currently not treated. The class is 30 minutes long.
- b. **Desired Outcome – The learners will be able to read and spell words that end with –en; the learners will use background knowledge, context clues, the teacher and other students to determine the meaning of words that end with –en.**
 - i. *ESOL Goal:* R1.3 – Identify relationships between words by using onsets and rimes (word families).
 - ii. *Related Content Goals:* Language Arts 1-3.12: Use onsets and rimes to decode and generate words.
 - iii. *Learning Strategy Goal:* Question for clarification – ask a teacher or native for explanation.

2. Engaging Lead

- a. “I have some objects here. (The teacher lays a pen, a toy hen and a ‘10’ magnet on the table.) This is a pen, this is a hen and this is a ten. Say them with me.”

- b. Teacher calls on one student to name each object. “Do you notice anything the same about those words?” Teacher will lead students to hear the rhymes.
- c. Teacher will lay some more objects on the table (‘5’ magnet, a picture of men, and apple). Students will echo the names of the objects and determine whether or not they belong with the –en words. Teacher and students will check the words by saying them several times together (i.e. “pen – five, pen – five, pen – five; do those words sound alike? hen – men, hen – men, hen – men; do those words sound alike?)

3. Presentation

- a. “There are a lot of words that have that same –en sound. This book has many of them. Listen while I read. Every time you hear a word that has the sound ‘en’ like in hen and pen and ten, blink at me.”
- b. Teacher reads the big book, Jen the Hen by Colin and Jacqui Hawkins, blinking along with the students as each –en word comes up.
- c. Reread the story chorally with the students.
- d. Make a list of all of the words from the book that have –en.

4. Scaffolded Practice

- a. Review the list of –en words. Ask a student to tell what each one means. The words pen, hen, and ten will be directed at Christopher, as he scored the lowest on ELDA. These are the words for which there is concrete object from the beginning of the lesson that he can refer to for assistance. I anticipate that the other students may struggle to define some of the other words. As difficulties arise, the teacher will lead the class to consider the following:

- i. “Several of these –en words are names of characters in the story. How can we tell if a word that we read might be a name? (capital letter) If a word is a name, we just say it the best that we can and move on with the story.”
 - ii. “If the word does not have a capital letter, it is not a name. Let’s find it in the book and see if there are some clues about what that word means.”
(Check pictures and context to gain meaning.)
- b. If you have checked the pictures and reread the sentence and you still don’t know the meaning of the word. It might be time to ask a teacher or another reader what it means. When you ask, show the teacher how much you *do* know about the word. Let’s say it this way: “I know this word sounds like *den*, but I don’t know what a *den* is. Can you tell me?”
- c. I anticipate that Madeline will have some difficulty hearing the rhymes. I will attempt to counter this by looking at her when I speak and having her say the words aloud as well. If she really is not able to auditorily discriminate the rhymes, I will focus with her only on reading and writing the –en chunk correctly.

5. Assessment

- a. Teacher will provide a list of words for the students. Students will circle all of the words that belong in the –en word family. As the class checks the paper together, the teacher will ask one student to read each –en word aloud.

- b. Students will have a little “spelling test” with the words pen, hen and ten.

After writing the words, students will draw a picture of each of these items to demonstrate knowledge of meaning as well as spelling.

6. Application

- a. Each student will complete the activity called “Figgles’ Beanstalk” on Compass Learning Odyssey during the next trip to the computer lab. It is focused on the –en chunk, and it includes a short assessment. It addresses both auditory discrimination of the –en sound and the reading of words that include the –en chunk.
- b. Look for –en words in the books you read this week. You may even find some on the walls of your classroom or on signs along the road. Try to remember two that you see to tell me about next week.