

Lesson Plan: Finley's Vowel & Consonant Adventure!

Materials Needed:

- Set of alphabet letters (magnetic, foam, or flashcards)
- Two medium-sized baskets or boxes
- Construction paper (red, orange, yellow, and blue/gray/brown)
- Markers or crayons
- Scissors and glue
- A small whiteboard or large piece of paper
- A favorite picture book

1. Learning Objectives

- **Primary Objective:** Finley will correctly sort at least 15 letter cards into two groups: vowels and consonants, with minimal guidance.
- **Secondary Objective:** Finley will identify the vowel in simple CVC (Consonant-Vowel-Consonant) words (e.g., cat, dog, sun) by pointing to it.
- **Creative Objective:** Finley will use the sorted letters to build at least three CVC words.

2. Preparation (5 minutes)

Before the lesson, prepare the two baskets:

1. **The Vowel Volcano:** Decorate one basket with red, orange, and yellow paper to look like a volcano. Write "VOWELS" in big, open letters on it. Explain that vowels are "open-mouth, powerful sounds," just like a volcano! (A, E, I, O, U)
2. **The Consonant Cave:** Decorate the other basket with blue, gray, or brown paper to look like a cave. Write "CONSONANTS" on it. Explain that consonants are the "quiet building block" letters that help vowels make words.
3. Hide the alphabet letters around the room in places Finley can easily and safely find them.

3. Lesson Activities

Part 1: The Warm-Up - Vowel Power Song (3 minutes)

Let's get our voices ready! Sing a simple vowel song to the tune of "B-I-N-G-O." Point to your mouth as you sing to show how your mouth shape changes and stays open for each sound.

*"There are some letters you should know,
And VOWELS are their name-o!
A - E - I - O - U,
A - E - I - O - U,
A - E - I - O - U,
And VOWELS are their name-o!"*

Teacher Tip: For each vowel, make a big, exaggerated mouth shape. For "A," open wide. For "O," make a perfect circle. This physical cue helps with memory.

Part 2: The Great Letter Hunt & Sort (15 minutes)

Instruction: "Finley, our letters have escaped and are hiding all over the room! Your mission is to find them. When you find a letter, we need to figure out where its home is. Does it belong in the powerful Vowel Volcano or the quiet Consonant Cave?"

1. Finley hunts for one letter at a time.
2. When she finds a letter, she brings it back to the learning area.
3. Ask her to say the letter's name and its most common sound.
4. **Ask a guiding question:** "When you make that sound, is your mouth open and powerful like a volcano (vowel), or do your teeth, tongue, or lips block the sound a little bit (consonant)?"
5. Finley places the letter into the correct basket. Cheer for each correct placement!

Differentiation:

- **For Support:** If Finley is unsure, say the sound together. Let her feel your throat. Vowels vibrate more! You can start with only a few letters (like A, B, C, I, M) to make it simpler.
- **For a Challenge:** Ask Finley if she can think of a word that starts with the letter she found before she sorts it.

Part 3: Word-Building Factory (10 minutes)

Instruction: "Great job sorting! Now you're the boss of a word factory. Let's build some words. Every good word needs a powerful vowel in the middle to hold the consonants together."

1. Take out the whiteboard or large paper. Draw three boxes in a row: [] [] [].
2. Label the boxes: Consonant - Vowel - Consonant.
3. Ask Finley to pick one letter from the Consonant Cave and place it in the first box.
4. Ask her to pick one letter from the Vowel Volcano and place it in the middle box.
5. Ask her to pick another letter from the Consonant Cave and place it in the last box.
6. Help her sound out the word she created! (e.g., c-a-t... cat!). Celebrate her creation, even if it's a silly "nonsense" word like "zog." The goal is understanding the structure.
7. Repeat this process to build 3-5 different words.

4. Assessment (During Activities)

This lesson is assessed through observation, not a test. I will watch for:

- **Sorting Accuracy:** Did Finley place most letters in the correct basket? I'll make a quiet note of which letters, if any, were tricky for her.
- **Vowel Identification:** When building words, did she correctly choose a vowel for the middle spot?
- **Verbal Understanding:** Could she explain (in her own 6-year-old words) why a letter was a vowel? (e.g., "It's an 'ah' sound," or "My mouth is open.")

5. Wrap-Up & Review (2 minutes)

Let's read! Grab a favorite picture book.

Instruction: "Let's be Vowel Detectives. I'm going to open to a page and point to a short word. Can you find the powerful vowel that's hiding inside it?"

Open the book to a page with large print. Point to a simple word like "sun," "big," or "and." Have Finley

point to the vowel. Do this for 2-3 words. This connects the lesson directly to reading and shows her that vowels are everywhere!