

Lesson Plan Template
Date: 19 February 2019

Grade: 2	Subject: English Language Arts- Phonics
Materials: dry erase markers, dry erase boards, erasers	Technology Needed: Possible Projector
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) Small group instruction <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: Small group instruction based upon student needs with this subject area <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words	Differentiation Below Proficiency: I will be able to see if a student is below proficiency by the way they participate within the lesson. If the student seems to be struggling to write the word after I have read the word to the class, I will assume they are below the proficiency line. Above Proficiency: I will be able to see if a student is above proficiency by the way they participate within the lesson. If the student seems to be writing the said word with ease and no amount of frustration, I will assume they are above the proficiency line. Approaching/Emerging Proficiency: I will be able to see if a student is approaching proficiency by the way they participate within the lesson. If the student seems to be having a challenge writing the word but can still successfully write the word after I have read the word to the class, I will assume they are approaching the proficiency line. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: For visual learners, we will be using white boards and dry erase markers. These students will be able to write and draw as needed to be able to visualize the information that they need to be writing.
Objective(s) By the end of the lesson, students will have the knowledge of oo sounds and be able to apply oo within spelling by practicing and demonstrating their abilities within the lesson. Bloom's Taxonomy Cognitive Level: Knowledge and Apply	

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	<ul style="list-style-type: none"> • Auditory: For auditory learners, I will be reading the students the words I would like them to write. If I can tell that my auditory learners are struggling, I will read the word slowly and try to sound it out to the best of my abilities, without completely giving away how the word is supposed to be written. • Kinesthetic: For kinesthetic learners, they will be within their already chosen desk space. The kinesthetic learners that I have, have certain seating preferences that help keep them moving and focused. These learners are encouraged to use their seating preferences to keep them focused. • Tactile: For tactile learners, they will have the boards and the markers to be able to have in their hands. If these learners need a stronger method of hands on learning to stay focused, I will provide them with the letter bucket. The students will then be encouraged to make the words out of hands on letter materials.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>The students will be seated in their seat spots for the beginning of the lesson. The students will receive instruction on the phonics words with (oo). We will be reviewing the list of oo words that we will be covering. Following the instruction, the students will move back to their desks to engage in the activity.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Throughout the duration of this lesson, students will be expected to be actively engaged in learning the content. The students will be expected to pay attention and actively listen during the time of instruction and be asking questions or giving comments when prompted. Throughout the duration of the activity, the students will be expected to be actively participating. The students will be expected to be writing the words that I say on their marker boards, as well as holding their marker boards up so that I am able to read their words. The students will be expected to keep their voice level between 1 and 2.</p>
Minutes	Procedures
5	<p>Set-up/Prep: I will need to prep the words that the students will be writing. I will either write these words on the board for the students to look at and review, or I will be projecting these words on the active board for the students to look at.</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>I will begin the lesson by asking the students if they remember the vowel teams that we have been working with. The students will then give me feedback as to which vowel teams they remember. I will then ask the students if any of them are able to tell me what the word phonics means. I will offer time for the students to respond to my question and give their thoughts about the answer. Once I can sense that the students</p>

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	<p>have a strong idea of the concepts of phonics, I will introduce to them the idea of the oo sound. I will then give them examples of this sound.</p>	
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>I will explain to the students that the vowel team that we will be learning about today is the oo vowel team. I will then demonstrate for the students how this vowel team sounds (book). I will then either project or direct the student’s attention to the vowel team words that are on the board. I will explain to them that these are the words that we will be working with throughout the activity, and the students should pay close attention to these. As a class, we will be talking through these words and making sure the students are able to understand and pronounce the vowel team words. I will help clear any arising confusion about the concept of the oo words and the oo sounding. If some of my students are visibly struggling to catch onto this concept, I will walk them through it and begin to explain how the oo sound works.</p>	
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>The activity will be done using white boards and dry erase markers. Throughout the duration of this activity, the students will be seated at their desks, as this is potentially the easiest way to have them complete the activity. I will then read a word from the list to the students. The students will then need to write the word on their marker boards. When the student has written the said board on their marker board, they should hold it up in the air showing the teacher what their board says. I will then observe all the boards being held up, checking to see if there are any writing errors. To engage the students in wanting to know how to spell the word, I won’t tell them how to spell it, but rather I will have them tell me how to spell it. I will prompt the students to tell me how to write the word. As the students are telling me which letters are in the word, I will write them on the board. The students and I will then discuss why (or potentially why not) this word is correct. I will have the students erase their boards and we will continue this activity with the rest of the oo words on the list.</p>	
5	<p>Review (wrap up and transition to next activity):</p> <p>To wrap up this activity, I will ask the class to recollect on the words we discussed today. I will have the students share a few of the words from our list. I will then ask the students which vowel team we focused on during our lesson. I will have the students discuss which vowel teams they remember from previous lessons. We will then transition into our next activity.</p>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student’s learning?) <p>Throughout the lesson, I will be observing the students writing on their boards. I will observe how they are using their vowel teams and how they are saying their oo sounds. I will be able to observe the students and make sure that they are able to complete the tasks correctly. I</p>		<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>For a summative assessment, I think I would give the students a sheet that had only a picture of the word they were supposed to write. I would then have the students use the picture to come up with the word for the picture. The students would, for example, look at a picture of a book and have to write the word book. The students would need to continue to be cautious of their vowel</p>

will also be watching to see if any of my students are struggling to figure out how to say or write their words.

teams that they are using. Prior to the students beginning the assessment, I will remind them of the vowel teams that they should be using when filling in the assessment.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson has been updated to reflect the changes that needed to be made. Below is the original reflection of the original lesson plan.

Phonics Lesson

This lesson seemed to go very smoothly. During this lesson, the students and I completed an activity in which I would read them a phonics word, and they would need to write the word on their board and hold it up when they were done. This lesson was a great way to engage the majority of the students because they ended up trying to turn the game into a race to see who the fastest person on the white boards was.

I found that although this lesson was engaging for the majority of the students, it was still challenging to meet the needs of the students who were not engaged and participating in the activity. There were a select few students who did not want to participate, and it was challenging to get their engagement and attention while trying to make sure the rest of the class was being taken care of in their learning.

I think this lesson would've been better if I would have taught it in a small group setting versus a whole class setting. I found that some students were struggling with their phonics and the ways the letters went together. It was challenging to be able to get over to those students and guide them through the word, as I had the rest of the class waiting to move on. I think it would have been beneficial if I would've done this with small groups, because it would have been easier to pause and discuss the concerns of the student in a small group.

Although the majority of the students seemed to be engaged in the activity, there was that slight fear of the students who were taking longer. In a large group setting, it was hard to determine if the student was confused and trying to figure it out on their own, or if the student was confused and waiting to copy other's answers. The students loved the activity, but I would change it to a small group activity for the next time that I teach it.