

Lesson Plan Two - 10/14/2020

Grade: Second Grade	Subject: English Language Arts & Literacy
Materials: magnetic phonics board, teacher white board and marker	Technology Needed: smart board, smart board pen, build-it google docs slides
Instructional Strategies: € Direct instruction € Peer teaching/collaboration/cooperative learning € Guided practice € Visuals/Graphic organizers € Socratic Seminar € PBL € Learning Centers € Discussion/Debate € Lecture € Modeling € Technology integration € Other (list)	Guided Practices and Concrete Application: € Large group activity € Hands-on € Independent activity € Technology integration € Pairing/collaboration € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain:
Standard(s) 2.RF.3a Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Differentiation Below Proficiency: <ul style="list-style-type: none"> Watch the teacher and other students find the long “a” vowel sound in a word together Watch the teacher build the long “a” word on the build-it google doc and mimic how the teacher spells the word Above Proficiency: <ul style="list-style-type: none"> Share other words that they can think of with a long “a” sound in them <ul style="list-style-type: none"> Spell these words for the teacher to write up on the board Approaching/Emerging Proficiency: <ul style="list-style-type: none"> Share other words that they can think of with a long “a” sound in them Modalities/Learning Preferences: <ul style="list-style-type: none"> Visuals - <ul style="list-style-type: none"> Words are written on the white board Magnetic phonics boards Build-it google docs slide Auditory <ul style="list-style-type: none"> Listening to the teacher or other peers on how to pronounce words with long “a” vowel sounds Kinaesthetic <ul style="list-style-type: none"> Manipulating the letters on the magnetic phonics boards and spelling the words Verbal <ul style="list-style-type: none"> Saying the long “a” vowel sound words together as a class
Objective(s) By the end of the lesson, students will be able to determine where the long “a” vowel sound is in a word when spoken to them. Students will also be spelling words with the long “a” vowel sound in it by demonstrating it with their phonics word boards. Bloom’s Taxonomy Cognitive Level: understanding, evaluating	

Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • The learners will be at their desks from the previous lesson • I will state, “eyes and ears on me in 5, 4, 3...1” • I will begin my lesson • I will state that I expect voice levels at a zero when I am talking or any of our peers are talking • When I have a question for the students I will state, “if you have an answer or question, please raise your hand” • When it is time to practice saying and spelling the words, I will ask the students to grab their phonics boards • “Okay learners when I call your number, please walk to the back and get your magnetic phonics board. If your number is not called, please have a voice level of zero so people can hear the numbers being called.” • “Once you have your board, please leave it at the top of you desks and do not play with it” • When we are done with our lesson I will state that I will call the students who can show me they are ready to put their phonics boards away, “I see ____ sitting quietly and patiently so they may put their board away” • Once all the students have put their phonics boards away and sitting at their desk, we will transition to the next lesson 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • I expect all learners listening to our words and instruction on the teacher board while I am teaching • I expect all learners to raise their hand if they have an answer or question • I expect voice to be off when myself or another student is talking (voice level 0) • I expect learners to be sitting on their bottoms in their seats with their hands and ears in listening position • I expect learners to use their phonics boards to try and spell words that have the long “a” vowel sound • I expect learners to practicing saying the words together as a class that have the with the long “a” vowel sound • I expect learners to help the class find what makes the long “a” vowel sound in the word • I expect learners to use walking feet while they are getting their phonics boards in the back of the classroom • I expect learners to be socially distanced in their desks • I expect learners to have nothing on their desks while I am teaching until I ask them to get their phonics boards
Minutes	Procedures
	Set-up/Prep: <ul style="list-style-type: none"> • Make sure all magnetic phonics boards are in the back • Have the long “a” vowel words prepared • Have the build-it google slide up on the smart board • Make sure to have white board markers in a close and convenient spot
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Do any of you remember what vowel sound we are working on this week? <ul style="list-style-type: none"> ○ If they are struggling, I will state “Words like pain, bake, and cake all have this vowel sound,” while I write them on the board ○ If they remember that it is the long “a” vowel sound, I will ask the students to think of some in their brains <ul style="list-style-type: none"> ■ Then I will ask the students if they have a word they would like to share, to please raise their hand. If they have come up with a word I will ask the student if they want to try to spell the word for us (I will write it on the white board)
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Vocabulary - long “a” vowel • The learners will be at their desks from the previous lesson • I will state, “eyes and ears on me in 5, 4, 3...1” • I will begin my lesson • I will state that I expect voice levels at a zero when I am talking or any of our peers are talking • When I have a question for the students I will state, “if you have an answer or question, please raise your hand” • I will begin with my engaging question to see if students remember what vowel sound we are working on this week <ul style="list-style-type: none"> ○ I will write examples on the board and ask a student to read the examples to see if they can figure out what they have in common ○ If the students do remember, I will ask students to raise their hand if they can think of a word with the long “a” vowel sound. I will ask the student if they want to try to spell it for us also • On the board, I will go over some of the long “a” vowel words <ul style="list-style-type: none"> ○ The words I will write and that we will discuss as a class are <ul style="list-style-type: none"> ■ Snail, rain, race, trail, straight, break, mane, wait, drain (save three of these to have them do on their phonics boards and the build-it google doc)

	<ul style="list-style-type: none"> Each of these words, I will ask the students for someone to tell me the definition of the words and I will use it in a sentence "The snail moved slowly on the sidewalk" "Did you hear the rain last night?" "There was a NASCAR race on Saturday." "I went on a hiking trail in Montana." "Draw a straight line on your paper." "I can not wait for our lunch break." "I got to comb the horse's mane." "I can not wait to hold my new baby nephew again." "I dumped my water down the drain." <ul style="list-style-type: none"> After going through all of the words besides three of them, I will ask someone to raise their hand and tell me one way we wrote out the long "a" vowel song <ul style="list-style-type: none"> Repeat this until all three examples are stated (ex: "ai", "a_e", "ea") "The next thing we are going to do, learners is use our phonics boards to practice spelling words and saying words with the long "a" vowel sound." "Okay learners when I call your number, please walk to the back and get your magnetic phonics board. If your number is not called, please have a voice level of zero so people can hear the numbers being called." "Once you have your board, please leave it at the top of your desks and do not play with it until we are all ready to practice." "Now learners, everyone grab your boards. The first word I want you to practice spelling is ____." Say the word in a sentence "Learners, I want us all to say the word together. Let's say the word together in 3, 2, 1 ____." "Good job everyone! I saw you all working really hard to think how to spell ____." "Let's break the word apart together now." I will use the build-it google doc form to break the word apart with the learners. Repeat the highlighted section for the next two words. Today learners we worked on what long vowel sound? I am so proud of how hard you worked today, you were all great spellers which will help us become greater writers! When we are done with our phonics boards I will state that I will call the students who can show me they are ready to put their phonics boards away, "I see ____ sitting quietly and patiently so they may put their board away" Once all the students have put their phonics boards away and sitting at their desk, I will hand out a paper for a quick check I will ask the learners to spell one of the words we worked on today on their paper for a check in. Once they are done writing the word, I will ask the student to face it downwards on their desk and I will go around and collect them. Then we will transition to the next lesson 	
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> How do you know if you have to use an "a_e, ai, or ea"? Why do you think it is important to learn how to spell words? 	
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> "Today learners, we worked on the long "a" vowel sound! We will continue to work on this vowel sound on Thursday and Friday too. You all did a great job!" 	
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Looking at the student's spelling of the words during the phonics board time.</p> <p>Consideration for Back-up Plan:</p>		<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>I will use the word I choose and the sheet of paper as a check in and summative assessment.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

This lesson plan went well, the students behavior was great and they seemed engaged during this lesson as well. I modeled this lesson based off of what their teacher, Mrs. Kleinjan, does to teach phonics. The students really enjoy using their magnetic phonics boards, and I could tell this because they get to manipulate the materials and rearrange letters until they think the words are correct. Another way that I could have created engagement that is something different then what their teacher always does would be to bring in clay for the students to make their letters. I would have not have used this for all of their words because that would have taken too long, but I feel the students would have had that excitement of learning with new materials and enjoyed it. I can tell these students are used to working with hands on materials because they did not mess around with anything sitting on their desk while I was giving instruction and also when they were using the materials the students all used them appropriately. Something else the students did really well at during this lesson was helping me build the worlds on the build it google doc. We did this as a whole group and all of the students were participating by speaking out loud the letters of the words. Something that I would have done in the lesson to have more engagement with the students would have been to use different voices to build the words. After I taught this lesson I know phonics is an area that I must grow in, the students asked a few different questions in which I was not able to always answer and Mrs. Kleinjan would have to step in. One of the questions that they asked was, "How do you know to use an ai, ae, ei, ot a_e and I could not explain this and had to tell them that I wasn't sure. I figured it was best to be honest with the students rather than make something up. I have forgotten a lot of the phonics rules and that is one area that I will be looking for in continuing education workshops or seminars. The students did great on their formative and summative assessments during this lesson. During the formative assessment, I could tell that the students were sounding out the word I asked them to spell by using various strategies. When it came time to the summative assessment, I gave a word that the students practiced with their phonics boards. This showed me where students were at and where I need to differentiate more. This lesson was eye opening to me because it showed me an area that I need to brush up on, I am looking forward to growing my knowledge in the phonics area.