

**Lesson Plan – Mrs. Bren**  
**Date: December 9, 2020**  
**Mark Bjelland**  
 Phonics Lesson Plan #2

Commented [AB1]: looks good

<p><b>Grade:</b> 2<sup>nd</sup></p> <p><b>Materials:</b> Pencil, paper</p> <p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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)         </td> <td style="width: 50%; vertical-align: top;"> <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         </td> </tr> </table>	<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)	<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	<p><b>Subject:</b> Phonics</p> <p><b>Technology Needed:</b> Smartboard</p> <p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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)         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic         </td> </tr> </table> <p><b>Explain:</b>        As a class, students will participate in their phonics lesson by sitting at the rug and listening to the explanations for a lot of the materials.</p>	<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)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p><b>Standard(s)</b></p> <p>2.RF.1 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words, by blending sounds (phonemes), including consonant blends.</p> <p>2.RF.3 – Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode regularly spelled two-syllable words with long vowels.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> Students who are below proficiency may not understand what antonyms are or how to decode two syllable words with a r-controlled vowel. In order to help them, students will be able to see other students show antonyms of words, and they will also be able to hear their peers decode two syllable words.</p> <p><b>Above Proficiency:</b> Students who are above proficiency will understand what antonyms are or how to decode two syllable words with a r-controlled vowel. They will be asked to show their classmates what the antonyms are for some words as well as help with decoding. This will challenge them a bit, and it will help the below proficient students out.</p> <p><b>Approaching/Emerging Proficiency:</b> Students who are approaching proficiency will be able to either understand what antonyms are or how to decode two syllable words with a r-controlled vowel. They may struggle with one or the other, and to better understand the material, they will be asked to do examples on the board as well as those who are above proficiency.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Students will <i>see</i> the words on the board and will <i>see</i> how to break them apart; they will also be able to see the antonyms of words.</li> <li>• <b>Auditory:</b> Students will hear the words being said, and they will also be able to hear the antonyms of words.</li> <li>• <b>Kinesthetic:</b> Students will be able to <i>get up and show</i> to the other students' what words are antonyms.</li> <li>• <b>Tactile:</b> Students will be able to <i>touch</i> the pen and write on the board to show where the antonyms are.</li> </ul>				
<p><b>Objective(s)</b> By the end of the lesson, students will be able to decode two syllable words and understand what antonyms are by practicing in class.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b>  <b>Remembering:</b> Students will be able to remember what an antonym is and how it is used  <b>Understanding:</b> Students will understand how to say two syllable words that have an r-controlled vowel.</p>	<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>        For this lesson, there is no grouping that is necessary. As for transitions, students will be warned at least 2 minutes in advance before they are transitioned. This will only happen at the beginning of the lesson, as they will be transitioning from reading. The other transition will come at the end, which is explained in the review section.</p>				
<p><b>Minutes</b></p> <p style="text-align: center;"><b>Procedures</b></p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>        During the lesson, students will be expected to behave as they would if Mrs. Bren was teaching the lesson. Students should remain at a voice level of 0 while I am talking, but when it is their turn to talk, they should remain at a voice level of 2. If I need to get student attention, I will say "Class, Class", as well as "Macaroni and cheese" to which they say "Macaroni Freeze".</p>				
2	<p><b>Set-up/Prep:</b> During their reading lesson, students will be transitioned from reading to writing. If they would like to shake it out, they are able to, as it may help them to focus a bit more.</p>				

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<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> I will first write fur on the board. I will read it out loud to the students, and I will ask “How many syllables does this word have? Show me with your fingers how many syllables are in this word.” Then, I will ask “Is it r-controlled?” I will then write further on the board, and I will highlight the consonant r, and the diagraph between the vowels u and e, and then I will divide the word, show casing it as fur/ther. I will also write perfect on the board, and divide the word for them, I will ask them what syllable patterns they see. Finally, they will blend the rest of their words that they will receive for this day.		
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> In order to better develop word meanings, students will work on learning what antonyms are and how to find the antonym for words. I will refer to the passage they had read yesterday – I will say “Okay class, when we read the story about the bird yesterday, the bird had found a fat worm. He did not want a smaller worm – what would the antonym of fat be?” If needed, students will be guided to say that the bird did not want a worm that was <i>skinny</i> or <i>thin</i> . I will pull up a list of words, and students will be asked to draw a line that will connect a word to its antonym. After this, we will then read the story “The Dresser”. I will read the story to the students, and then they will be asked to find the words that are on the board (does, even, father, it’s, own, saw, went), and we will also go through some of the other words and talk about what their antonyms would be.		
<b>5</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> Students will then be shown their new vocabulary words. We will specifically work on the word person. I will say “When i spell this word, I need to think about how the word looks. I hear two syllables in the word. I hear an r-controlled vowel in the first syllable and a short o in the second syllable. The r-controlled vowel pattern might be ear, er, ir, or ur. I will try er and see if the word looks right.” We will do this with the other words as well.		
<b>2</b>	<b>Review (wrap up and transition to next activity):</b> Students will then transition into WIN time. I will tell the students “Okay class, now it is time to write these words in your word study notebooks.” If they have any other work to do, Mrs. Bren will let them know what else they need to work on for their WIN time.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Formative Assessment: (linked to objectives, during learning)</b>  <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul>           The students’ formative assessment will be watching them throughout the lesson and checking their work on the board.         </td> <td style="width: 50%; vertical-align: top;"> <b>Summative Assessment (linked back to objectives, END of learning)</b>            The students’ summative assessment will be checking to see if the students know how to decode their words, as well as checking to see if they know how to use antonyms.         </td> </tr> </table>		<b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> The students’ formative assessment will be watching them throughout the lesson and checking their work on the board.	<b>Summative Assessment (linked back to objectives, END of learning)</b> The students’ summative assessment will be checking to see if the students know how to decode their words, as well as checking to see if they know how to use antonyms.
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<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> This lesson was a tough lesson for me to teach to the students. Part of the reason why I had struggled so much with this lesson was due to the fact that it is phonics, and I feel as though my phonics skills still need some improvement. Due to this, I would question myself at times during the lesson, and had thought that I had done something wrong during the lesson, or that I was not doing something right during my lesson. This lesson had helped me to realize that I need to have more confidence when I am teaching something like phonics, as during the first week in Mrs. Bren’s classroom, I had a lot of confidence in my first phonics lesson and I thought it went great. This lesson, I psyched myself out, and I don’t feel as though it went as well due to this. During the lesson, one thing that had gone very well was having the students answer all of what the antonyms for words were. For example, two of the words on the board were <i>skinny</i> and <i>fat</i> . I had asked to the students “Which word do you think would be antonyms of these words? Do you think that if something is fat, that it would then be light?” The students then responded with “No Mr. B! It would be skinny!” This had helped increase the interaction of the students during the lesson, and it made them feel as though they were teaching me part of the material, which helps the information stick a lot easier for them. Another thing that went well during the lesson was that the students were able to answers quickly, which had made the lesson a lot easier for them to get through. One thing that the students had learned during the lesson was how to identify what an antonym is and how to figure how what the antonym of a word would be during this situation. I know that they had learned this as I did 2 examples with the students, and then the students had 6 other words they had to figure out the antonyms for. They were all able to do this on their own without any of my help. One change that I would make to the lesson would be to have more of an emphasis on the r-controlled syllable. I think that since the students had been talking about this so much, I had felt that we did not need to talk about it all that much. However, after I had done this, I think the			

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lesson would have been ultimately better had there been more of an emphasis on this aspect. Another thing that I would change during this lesson would have been that the students would have come up to the board to draw the lines to which words are antonyms of each other. I think that by doing this, it would have increased student engagement, and students would have better learned all of the information during the lesson.

