

Lesson Plan Template
Date: 10/14/2020
Mr. Bjelland and Mrs. Bren (AB)

Grade: 2nd	Subject: Phonics
Materials: Word Study Notebooks, pencils	Technology Needed: ACTIVE Inspire Board
Instructional Strategies: <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"/> Student practice <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: <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 <p>Explain: As a class, students will be learning how to pronounce words, as well how to identify the closed and open syllables and one vowel sounds. They will also learn the meaning of homophones and be given some examples. During this time, they will be asked to repeat and imitate the sounds the words make, as well as blend the words they will be learning for this day (see the second to last page to see what words they will be learning). They will also be using their word study notebooks and will need to write the words from day one and day two down three times in order to make sure they have mastered those words. They will also be placed with a partner and they will work on identifying homophones in a passage they will read in class (see the final page for this passage).</p>
Standard(s) 2.RF.3 – 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. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	Differentiation <p>Below Proficiency: Students who are below proficiency will receive additional help during the blending time, as they may struggle with this skill. They will also be monitored during the large group portion of the lesson, making sure they are saying the words and understand how to pronounce them. During partner time, students who are below proficiency will be placed with students who are above proficiency, as peer collaboration may help them understand the material easier.</p> <p>Above Proficiency: Students who are above proficiency will be able to understand all of the material provided to them and (if need be) will be asked to help some of their peers if they get it more than their peers do. During the partner activity, students who are above proficiency will be placed with students who are below</p>
Objective(s) <ol style="list-style-type: none"> By the end of the lesson, students will be able to identify homophones and will be able to identify how to differently use them by understanding the difference between the words during the lecture. By the end of the lesson, students will be able to better identify closed, open, and one vowel sounds by doing practice at the beginning of the lesson. 	<p>Approaching/Emerging Proficiency: Students who are approaching proficiency will be able to understand most of the material provided during the lesson. During partner activity,</p>

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<p>3. By the end of the unit, students will be able to decode regularly spelled two-syllable words with long vowels by practicing it during this lesson in lecture and in their word study journals, as well as throughout the rest of the unit.</p> <p>Bloom's Taxonomy Cognitive Level:</p> <p>Remembering: Students will be able to define what a homophone is and will be able to provide examples of some. They will also repeat the words being said during the lesson, which will help them to understand how to properly say the words, as well as identify what those words mean.</p> <p>Analyzing: Students will be able to break down words and will be able to pronounce and say them within and outside of the classroom.</p> <p>Creating: Students will be able to write homophones within their word study journals, and they will be able to know how to use the words in sentences.</p>	<p>they will be placed with a student who is at the same level as they are, as the two placed together would be a good pairing since they are both at the same level and may need the teacher's help.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will be able to <i>see</i> the words they are learning on the whiteboard, and they will be able to <i>see</i> how the words are sounded out. • Auditory: Students will be able to <i>hear</i> how the words they are learning should be said, and they will also be able to <i>hear</i> how the word is sounded out. • Kinesthetic: Students will be able to write down the words they are learning. • Tactile: Students will be able to feel and move the paper they will be reading in their hands, and they will also be able to write down the words that they are learning.
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students will be transitioned from their reading lesson from Ms. Wanzek by her telling them that we are going to move into phonics, and then I will take over the lesson. After this, students will remain (if they are already at the carpet) on the carpet, and if they are not, students will moved to the carpet. After this, we will then move into the lesson. During the lesson, students will be asked to get together with a partner, and they will read the document together (located at the end of the lesson plan).</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to behave accordingly during the lesson. They will be asked to remain at a voice level of zero during the speaking, and then during their partner activity they will be asked to remain at a voice level of two. When students are working on independent activities, they will be asked to remain at a voice level of zero, as they need to be working by themselves and not with a friend. If the students are becoming too loud, they will need to be reminded that they need to be quieter during work time, as it is not the time to be talking. If need be, partners will be chosen for the students if they cannot work together in a calm and quiet manner.</p>
<p>Minutes</p>	<p style="text-align: center;">Procedures</p>
<p>1</p>	<p>Set-up/Prep: Students will be transitioned from their reading lesson by Mrs. Wanzek. She will transition them into the phonics lesson; during this time, I will take over the classroom.</p>
<p>5</p>	<p>Engage (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.): Students will read the word “day” on the board. They will then be asked “How many open syllables are in this word? What about vowel sounds?” This will be a review from previous lessons, as the students had just talked about both open syllables and vowel sounds. After that, I will write the word <i>Sunday</i> on the board. I will circle the vowels <i>u</i> and <i>ay</i>. I will ask them if <i>ay</i> is one or two vowel sounds – this is a review for the students from both Monday and Tuesday. Then I will break down the word for the students, showcasing that it is <i>Sun/day</i>. I will then point out that the first syllable is a closed syllable, with a short vowel sound.</p>
<p>10</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) For the next part of the lesson plan, students will be introduced to the topic of homophones. They will be told the definition of a homophone, which is “Words that sound the same but have different meanings.” After I supply them with the definition, we will then look at some of the examples of homophones within the slide, and as a class I will ask them “What is a word that sounds like (hey, wait, break, plain), but spelled differently?” If students are unable to think of how to spell the words (or just do not know the answers), I will provide them with the answer in order to make sure that they understand the material at hand. Once the words are written down on the board, students will be asked if they can think of a sentence to use for some of the words. I will provide examples for way and weigh. I will say “When trying to find a place to go, you need to find the right way.” As for weigh, I would say “One of my dogs weighs about 10 pounds.” We will then go into the other words and work with some of them and create sentences.</p> <p>Students will then be introduced to the new words of the day. These words are <i>complain, detail, obey, okay, playmate, and raisin</i>. I will then ask the students what they think the words have in common – if the students are unable to answer, I will tell them that all of them are long a digraph words with more than one syllable. To introduce the words to the students, I will start with complain. I will say “When I spell this word, I need to think about how the word looks. I hear two syllables. The first syllable is a closed syllable that has a short o sound and ends with /m/. The second syllable has a long a sound.”</p>

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10	<p>Explore (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions): Once we finish going through how to pronounce each word, students will then be transitioned into partner groups. I will say to them, "Okay class, now is the time to find a partner and we are going to read a short story. You will be asked to find the words away, it's, pictures, thought, try, while, and without." Students have been practicing with these words, so they should be able to find them on their own; however, if students are struggling with this, if a teacher is walking by (myself, Ms. Wanzek, or Mrs. Bren), we will help them out.</p>	
1	<p>Review (wrap up and transition to next activity): Students will wrap up their activity, and they will then move into WIN (Work if Necessary) time. Some students will be excused from the classroom, as they may have to go to an aide outside of the classroom, while others will be working on other assignments or other things that they may need to do. During their WIN time, this is when the students will write the words, they learned during this lesson in their word study notebooks – they will know to do this, as this is a previous lesson that they have had with Mrs. Bren</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>During the lesson, the student's learning will be documented by their ability to pronounce the words correctly, understand what homophones are, know how to blend, and be able to correctly say the two syllable words.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will be able to tell the teachers what homophones are and will be able to identify the differences from different words using context clues. They will also be able to give answers that will identify closed, open, and one vowel sound words. Finally, students will be able to say two syllable words they have learned in this lecture, and they will be assessed on this by their ability to say the words that were taught to them, as well as being able to properly spell them.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Out of the lessons that I had taught this week, I feel as though this one was the most successful lessons and that the students had enjoyed this one the most. I think that it went this way for the students as it was a pretty interactive lesson, and the students had enjoyed learning about the material within this lesson. I had also felt confident going into this lesson as well, and that made the entire experience a lot easier for me, as I really felt like I knew the material going into the lesson. By knowing this, it helped me to better teach it, as I really felt like I knew every single bit of the material I was teaching, and that makes teaching a lesson a lot easier. Overall, I had really enjoyed teaching this lesson, and I was happy that I was able to teach this material.</p> <p>One of the aspects about the lesson that went really well during the lesson was the entire section based around homophones. Since I had studied this during college (as I used to do English Education), and I was also the first person teaching them what a homophone is, I had a lot higher hopes for the students during this section of the lesson. Since I had also used humor during my lesson (I had called my dog fat during the lesson), it had made the lesson a lot more fun for the students and it helped them to focus a bit more during the lesson.</p> <p>During the lesson, I know that the students had learned two big things: what a homophone is, and how to identify what compound word is and how it identify one. I knew that students were able to identify what a homophone is as we had done examples in class, and for a few of those examples, I asked to students to give me one rather than me giving them one. This had made the students think a bit, but they were still able to answer the question. As for the compound words, I knew they had learned this as they were able to identify what the two words were after I had explained the first word that they had. This made the lesson a lot easier, as I did not have to go too in-depth of this material with the students, and it gave more time for the students to focus on the material during the lesson.</p> <p>One thing that I would change about this lesson is that I would make it a lot shorter. I had felt that this lesson had gone on for way too long and I took too much time explaining things that did not need to be explained as much. This is an easy adjustment to make within the lesson plan, as it would just mean less time doing examples and what not with the students, as they were able to figure out how to identify what a homophone was after about two or three examples (or by listening to their peers answer the questions).</p>		

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