

Jill Super

<p>Grade: 3</p> <p>Materials:</p> <ul style="list-style-type: none"> - Printed off word cards for each student - Category cards which are Note Cards - Pen/Pencil/Marker 	<p>Subject: Phonics</p> <p>Technology Needed:</p> <p>If a teacher would like to follow along with a video, that does work. Using a video that covers phonics and the ending of -ed as well as the sounds of the suffix -ed would be what is needed. A power-point could also be used.</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>RF.3: Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> - Identify and know the meaning of the most common prefixes and derivational suffixes. 	<p>Differentiation</p> <p>Below Proficiency:</p> <p>Students who are below proficiency should be viewed by the teacher throughout the lesson and activity. If this student is seen as struggling with the concept and understanding, there should be a one-on-one meeting or small group to help with further understanding. This could also be a time to pair this student with another student who is approaching/emerging proficiency. The student should not be paired with above proficiency, unless that student will help not overpower the other student.</p>
<p>Objective(s)</p> <p>By the end of the lesson students should be able to understand the sounds of the suffix -ed and the rules of using/adding -ed to words by organizing words into specific groups.</p> <p>Bloom's Taxonomy Cognitive Level:</p> <p>Knowledge- Focuses on remembering and reciting. Comprehension- Focuses on relating and organizing the information previously learned. Application- Focuses on applying information according to a rule or principle in a specific situation.</p>	<p>Above Proficiency:</p> <p>The students who are above proficiency could be given more challenging words to push them further. This could include words with more suffixes like -ing, -end, -s, and -er. This can help students be prepared and look at what they could practice on.</p> <p>Approaching/Emerging Proficiency:</p> <p>Those who are at this proficiency are where they should be, this lesson is more challenging than the last so it will push these students to work their best. If these students are struggling in these areas, then they can get more one-on-one time with the teacher, but that should not be an issue for students who are in this area.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Those who are visually impaired can have pictured added with the words to help them. They could also have the words read to them by their partner to help them work through what they think. They can also have it read to them through a video or recording. • Auditory: Those who are hearing impaired can have pictures and a lesson plan to follow along when the teacher is going through the explanation. This way the student can follow along without having to be confused. • Kinesthetic: Those students who need help to keep moving will be able to work with a partner for the activity. This is still hands on, but also trying to work on their focusing. • Tactile : Same as kinesthetic learners.

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<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> - The lesson will have the student involved with answering questions throughout. Students will need to listen and pay attention so when the teacher is talking. Students will also be told to stay in their seats. - The teacher will use the management style of authoritative; making sure students feel comfortable, confident, and organized during the lesson. - Be sure that the teacher is doing movement throughout the classroom during the activity. During the lesson and explanation/learning part, the teacher should be at the front of the room showing the students. - Transitioning between the explanation to the activity should be smooth and students should still remain calm and in the seat for listening. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> - When the teacher is teaching the lesson, students should have their items put away for no distractions, such as having their desk cleared. When students are ready to start, they should be listening closely to the teacher in order to answer the questions asked. - Reminding students what they should do during the lesson is ideal. Saying what the students should do before the lesson helps so that there is not disruption during the less. - The strategies of reminding students what they should do by writing it on the board. This is a visual for students to see instead of the teacher repeating themselves. - Students will be held with responsibilities to stay on task, try to answer questions, and also being able to stay in their seats.
Minutes	Procedures
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - To prep this lesson, have all of the materials ready as well as a video picked out or created to follow along. - Note cards do need to be labeled in categories of Double, E-Drop, No Change, Sound /t/, Sound /d/, and Sound /ed/. These will be needed for students to sort and practice with a partner. - The word cards will need to be printed out. Students can cut them out themselves, but the teacher could also prep that if they wanted more time for student to practice.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Have students seated at their desks. - Open the lesson with asking students, “Can anyone tell me about adding -ed to the word close?” - If they answer with “drop the e and add -ed”, move on to another question. - Write the correct equation on the board, close -e + ed = closed. - Ask a student, “What should I do to change grab into grabbed?” - If a student answers with “add a b and -ed”, then move on. If not ask if a friend can help them with their answer. - Write the correct equation on the board, grab + b + ed = grabbed. - “Last one, Who can tell me how to change join to joined?” - The answer should be join + ed = joined. - Then move on.
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - Start the lesson with “Today, we are going to talk about what to do with a double, when we should drop the -E, and how -ed can sound different.” - “I know that when -ed is added to a word, it tells me that the word is past tense” - Ask “What does past tense mean?” --- an action that has already happened. - Write on the board, Skated, Planned, Joined, and Started. - Tell the students “When I look at these four words, I have to think about the four rules for adding -ED” - “When I look at the word PLANNED, I see that the base word has one vowel and one consonant, which means the consonant has to DOUBLE when adding -ed.” - “When I look at the word SKATE, I see that there is already an e there, but it is silent. So, I DROP the -e and add what?” - Students should respond with “-ed”. - Tell the students “with the word Join, what should I do?” - They should respond with just add -ed. - “This means there is NO CHANGE.” - Move on into the sounds portion. - Tell Students “now we are going to think about the sounds -ed makes, there are 3 different sounds” - “With the word, STEPPED, what sound does the -ed make?” - Students should respond with -T sound - Write down, /t/ on the board for students to see. - “With the word, PLEASED, what sound does the -ed make?” - Students should respond with -D sound. - Write /d/ on the board for students to see. - Lastly, “With the word, TREATED, what sound does the -ed part make?” - Students should respond with -ed. - Write down /ed/ on the board. - Ask students if they have any questions about the sound or rules of -ed. - Answer questions before moving onto the practice portion.

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	<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"> - Students will be given two pages of words each as well as a group of category cards. - Students should pause to listen to the directions. - "I am handing out our practice activity, please pause after I give you them so I can tell you what you will be doing." - "Students, I am going to pair you up with a partner. You will be cutting out your word cards and then sorting those word cards, into the correct categories." - "Students remember to look at the base word to help you find with rule each of the words fall into." - Once paired up, walk round and observe the students who are working with partners. - Be available for students to ask questions.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Have students get to a point where they can wrap up and give them just a couple minutes to finish. - "Students, please put there somewhere safe such as your reading/word study folder in order to practice these again in the future." - Students should go back to their seats.
<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, see if students are listening and contributing to the questions. Be able to identify those students who may be stuck by observing how they do the activity with their partner. Walking around and seeing if students can do the activity correctly without having to re-do many words. Watching and documenting students on who are doing well, breezing through the lesson, or having some troubles. Those students who are having troubles could possibly have a small group later on to help those.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>To see where students are at would be a quiz or something that the students can hand in to see if they understand. Doing a quiz can complicate things, such as students just wanting to memorize, but having activities instead of worksheets gives students practice instead of just filling the blanks. Students will be able to put their practice to the test with a quiz at the end of the week or unit to see if they are on track. Those who are not on track could possibly have a review and extra quiz the following week to see if they just needed more time.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>What went well?</p> <ul style="list-style-type: none"> - The students did pay attention. They paid more attention when I would call on students who were not paying attention in order to keep everyone on task. - Students did engage in the explanation part of the lesson. They would raise their hand, ask questions, and answer what I would ask. - Students did well at helping other students match or explain to their partner. - Students did very well when matching the words to the category cards. - Students would ask questions if they did not know and they would ask for me to review how they did. <p>What did the students learn?</p> <ul style="list-style-type: none"> - The students learned that they should be paying attention during the lesson as well as the instructions. - Students learned that they will be called on when not paying attention. - Students have learned the rules of adding the suffix -ed to words. - Students have also learned the three different sounds that -ed makes. - Students have also learned of a way to practice by using visuals and sorting. <p>How do you know?</p> <ul style="list-style-type: none"> - I did give a formative assessment for the students by giving them three words after the lesson to see if they can add -ed the correct way. - Many students got the word "stirred" wrong, which was a common word that was spelled wrong. - I also did walk around and work with students who were struggling. I was able to talk to kids who were struggling more often. <p>What changed would I make?</p> <ul style="list-style-type: none"> - I would give the students more time to work on this activity. - I would have them practice the sounds and rules the day before, so that this lesson would be easier to practice. - I would have students first work together, then work independently. This can help with the practice. 	