

*Jill Super*

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<p><b>Grade:</b> 3<sup>rd</sup></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Plan to follow</li> <li>- Paper to print</li> <li>- Story for students to read</li> </ul>	<p><b>Subject:</b> Phonics</p> <p><b>Technology Needed:</b></p> <p>If the teacher would like, they could find a video to play for part of the lesson. This video could help give a visual for students about the suffix -ed. This could also help grab the attention of students too.</p>
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Direct instruction</li> <li><input checked="" type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input checked="" type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> <li><input type="checkbox"/> Hands-on</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul> <p>Explain:</p>
<p><b>Standard(s)</b></p> <p>RF.3: Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> <li>- Identify and know the meaning of the most common prefixes and derivational suffixes.</li> </ul>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> The students who are below proficiency during this lesson will be guided through the lesson. This lesson is a recap of what the students have already learned. This will be able to help students recall information from the day before. Those students who are in lower proficiency will be able to follow along with the lesson in a manner of listening to directions. If called on, the teacher is able to help them with the question and walk through an understanding. These students will be able to listen to the story if reading it is too difficult. The students who are at this level can still be with their peers during the lesson and follow with them too. This is a lesson that can help them, even if there needs to be more of an explanation.</p> <p><b>Above Proficiency:</b> Those students above proficiency will be able to follow along with this lesson as well as their peers. This might be easier with a recap at the beginning, but having these students explain to the class what they know could help with their presentation skills and speaking skills. This could also give them a chance to help their classmates to learn. These students could also read parts of the passage to their classmates, as a way of engaging yet still keeping their understanding on point.</p> <p><b>Approaching/Emerging Proficiency:</b> These students who are emerging proficiency are right where they should be for this lesson. This lesson will be a great way to recap and further understand the rules of -ed. These students are able to follow along to the lesson because it is designed to help them understand, listen, and then practice.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Those who have visual impairments will be able to listen along to the story. They could also have adaptations with the story to what is for their need. Being able to be on top of things so this student get what they need in the classroom is the most important. A student could also still listen to the audio from the video.</li> <li>• <b>Auditory:</b> A students who has hearing impairments would be able to follow along, but the teacher will need to have subtitles for the video. The teacher could also write down questions and rules for the student to keep for the lesson. The teacher could also write the questions that are being asked on the board for this</li> </ul>
<p><b>Objective(s)</b></p> <p>By the end of the lesson, students should be able to find words with the suffix -ed by reading a story and identifying the rule for each -ed word.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b> Knowledge: recalling knowledge from long term memory Understanding: making sense of what you have already learned Applying: Use the knowledge gained in new ways.</p>	

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	<p>student to follow.</p> <ul style="list-style-type: none"> <li>• <b>Kinesthetic:</b> This activity is a bit active with the students getting up and down during the story. This lesson could also be adapted into even more with a high five every time the student got the question correct. Being able to adapt for students like this will keep them on track and on task.</li> <li>• <b>Tactile :</b> Students who need touch or a sense of something will be able to follow along with pictures if they please during the story. The students will be watching a short explanation video too, which could also help with this.</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>The students will be at their desk at the beginning and throughout the lesson. The transition from the past subject should be smooth as they are already in their desk or table area. Students will be keeping their focus on the teacher because of their respect rule and listening skills. With the classroom management, students should be comfortable and feel comfortable enough to answer the questions given.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>During the engagement part of the lesson, students will be told to be in their desks with nothing to distract them. They will have transitioned into a new subject, so the past subject should be put away for a later time. Students should have their focus up front on the teacher as well. Being able to engage and grab their attention is important, but students should know that when the teacher is talking they are not. From their classroom rules that are hung up, students should be following those. If not, the teacher can refer back to the rules and show students what is missing from them. The students also will be given rules about the activity for later. Students will need to listen to those rules and be able to follow along correctly. If students do not follow along, have a student answer a question to keep them on track and prepared during the activity. Students should not in another students space or desk at this time either.</p>
<b>Minutes</b>	<b>Procedures</b>
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- Have the video ready and picked out that will be used.</li> <li>- Have the lesson plan available to use to follow along.</li> <li>- Have the story printed out or available for each student to follow along.</li> <li>- Have what will be said written down in advanced so that the everything that needs to be said will be said.</li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Engage with students by asking “Who remembers the meaning of -ed?”</li> <li>- -Ed is past tense, which means it happened? In the past!</li> <li>- Ask students “can someone tell me what they have learned about the suffix -ed?”</li> <li>- Write their answers on the board for all the see.</li> <li>- Talk to them about what is correct and move on to the video.</li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- Play the video for a refresher and an explanation of “oddballs” so students can learn.</li> <li>- Pause the video and walk through the questions that were asked.</li> <li>- Once students understand, move on.</li> <li>- Continue to pause the video when there are questions so that students can be engaged.</li> <li>- Once the video is done, start asking questions for the students.</li> <li>- “Can someone tell me one of the sounds of -ed?”</li> <li>- Go through all three</li> <li>- Erase the sounds.</li> <li>- “Can someone tell me a rule for -ed”</li> <li>- Go through all three rules.</li> <li>- Keep these up for the activity.</li> <li>- You may give examples if the students want.</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- Get the activity ready to hand out for students.</li> <li>- Each student should get a copy.</li> </ul>

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	<ul style="list-style-type: none"> <li>- It should be a story for students to follow.</li> <li>- Start with the rules.</li> <li>- "Please do not start reading the story since we are reading it as class."</li> <li>- "Every time there is a word with -ed ending, stand up to show me that you noticed it!"</li> <li>- "Be ready because I will pick a student to tell me which rule of -ed was followed."</li> <li>- Any questions?</li> <li>- Start reading the story, but pause with the -ed words.</li> <li>- Continue until the story is done.</li> <li>- Mark any words that they did not know or what words were hard.</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- (if available, give students their quiz/assessment back.)</li> <li>- Finish up by working through the word most commonly wrong.</li> <li>- Explain and tell them that this activity did well.</li> <li>- Have them get ready for the next activity.</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>A good assessment to give for the students would be an exit slip. A small quiz or questionnaire for them to answer just to check in and see where they are at. This is small enough for them to be comfortable, yet test their knowledge.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>A good way to check the students would be a quiz on their knowledge at the end of the unit or week. This is not something that students should just memorize, like a spelling test, but something they have to think of the rules and sounds of -ed to answer the questions. Being able to do so can help them with their spelling and understanding in the future.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>What went well?</p> <ul style="list-style-type: none"> <li>- Most of the students did follow along to the reading, which was good to see that they understood.</li> <li>- Students were able to tell me the odd balls and the rules of -ed without hesitation.</li> <li>- The students showed me through their answers and responses that they understood what was being taught.</li> </ul> <p>What did the students learn?</p> <ul style="list-style-type: none"> <li>- The students learned what the rules of -ed are.</li> <li>- They learned to follow along with a reading in class while also focusing on standing up to show what they know.</li> <li>- Students also learned the oddballs of -ed, which was tricky but the students understood.</li> </ul> <p>Changes?</p> <ul style="list-style-type: none"> <li>- If I were to do this lesson again, I would make sure that I would focus more on what the students were learning, not if they are listening. Students did show me that they understood what they needed to do, but still, some did not focus on the task at hand. Students that were not focusing were more of a distraction. Making sure to adjust the lesson from if they are paying attention to if they are learning is what will make this lesson much better.</li> </ul>	