

Jill Super

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<p>Grade: 3rd</p> <p>Materials:</p> <ul style="list-style-type: none"> -glue (if a student wants) -markers or other writing utensils - spelling words printing on white paper -colored paper -scissors 	<p>Subject: Phonics</p> <p>Technology Needed:</p> <p>A video explaining -ed</p> <p>It is possible to have a video on explaining -ED so that students can see a visual. It is not necessary, unless it is given.</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Direct instruction <input 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 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>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input 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> <p>-Identify and know the meaning of the most common suffixes and prefixes</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <p>Those who are below proficiency will still be able to do this activity. The teacher will need to be available to help with those students who are below. This activity is at a good level for those who are at proficiency. With this activity, they are able to work at their own pace, with not many words in order to match correctly. They are able to fix their mistakes if some are made and try again. Those who are in this area can ask for help and guidance.</p>
<p>Objective(s)</p> <p>By the end of the lesson, the student will be able to differentiate the base word between the suffix -ed by matching base words with the correct suffix.</p> <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> -Knowledge: Focusing on remembering and reciting. -Comprehension: Focuses on relating and organizing the information previously learned. 	<p>Above Proficiency:</p> <p>Those who are above proficiency will be able to do this activity with good timing. If they do have enough time, they can do the creative part of the lesson plan as well. At the end of the unit, there will be a quiz/project for the teacher to assess to see where the students are at. If this student does well on their matching and are able to do this without hiccups, then their quiz/project will go very well. If a student would like, they could ask for extra words that can be given by the teacher that has a variety of suffix's.</p> <p>Approaching/Emerging Proficiency:</p> <p>Those students who are in this area of proficiency will be using this activity for a possible refresher or a good way to help them understand base words. This activity will be at their level and something that they can practice their knowledge on. If a student is stuck, they can ask the teacher for some help and can question what they work on. Students in this area will hopefully benefit well from this activity.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Those who have some visual impairments can use the computer to listen to the spelling words and can tell the teacher what they think the base word of the -ed word is. This is a good alternative because the teacher can still assess if they understand the base word and -ed suffix's. • Auditory: Those who have some hearing impairments can have a written instruction instead of listening to the video. The video should include words so that the student who is impaired is still able to hear and understand. The activity should be written down so students who do have this impairment are able to read the instructions as well. • Kinesthetic: This activity is hands on. Students who are hands-on learners will enjoy this because this is not just

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	<p>a worksheet. Students who need more movement could also create extra things at the end with their piece of paper.</p> <ul style="list-style-type: none"> • Tactile : This also goes hand in hand with Kinesthetic learning.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Before the activity starts, students need to listen to the teacher for instructions and will not transition until the instructions are given. The students will be at their own desk to do their work. Students can move about the classroom, such as deciding to do their work on the floor or at a table if it is more comfortable. Students are able to ask questions if they are stuck or do not remember. The teacher should be walking around and checking to see if the students understand the objective, have questions, or need extra help. Students do need to understand that they do not need to turn to their neighbor to ask for answers.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> -The students are expected to listen to the instructions given by the teacher at the beginning of the activity. -The student should use their own thoughts and comprehension when it comes to the activity, which means not asking a neighbor what they got. -The students will be remembering what they have learned before and focusing on how to organize their information. -Students who are misbehaving will be asked to go back to their desk, if they were not already, and keep to themselves.
Minutes	Procedures
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> -Print out Appendix A. -Either teacher or student can cut the pumpkins out. -Have paper and materials ready for students to use. -Have any videos set up and ready to go so there will not be technical issues.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Have the students in their desks and ready to learn. - Ask the students, “does anyone know what a suffix is?” - Then ask, “Can you name me some suffix’s that you know?” - With the students answer, talk about the suffix -ed. - Tell the students, “we will be watching a video on the suffix -ed, to help us learn and understand how we will use it correctly”
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> -The teacher will go ahead and let the students know that they will be watching a video, to help them understand the upcoming information. -The students will follow the video and listen to the explanation of a suffix. -The video is able to give extra definition and explanation for students while also giving a visual. -Pause the video for questions. -Pause the video when the speaker asks for the base words. -Ask students, “Does anyone know the base word of the word on the screen?” -Continue to video until getting to the part of the spelling words that the students should know. -Once getting to the stopping point of the video, proceed with the directions on what the students will be doing.
	<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"> -Give the students their pumpkin shapes that include the base words and words with -ed added. -Write on the board a time limit that they have to work on the activity, so that they know. -Tell the students that they need to match each of the base words with the correct word with -ed added to it. -If a student thinks that they have them all correct, they can raise their hand to check their answers. -The students then are able to color the pumpkin to their liking to create flash cards. -The students will be able to use their flashcards to help them think about the base words vs. -ed endings. -Students must match the words all on their own, but they may decorate and be creative when they have finished matching correctly. -Students can use this matching tactic with other suffix words and use this as a way of understanding base words.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> -After all of the students have matched and most are onto the decorating, remind the students of the time limit.

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- Let the students get to a stopping point and then have them stop.
- Once the students have stopped working, remind them that they can finish this on their free time.
- Ask the students "Was this activity hard?" "Did you like the activity?"

Formative Assessment: (linked to objectives, during learning)

- **Progress monitoring throughout lesson (how can you document your student's learning?)**

Walking around and seeing the students work on their matching is a way of observing the students and watching their comprehension. Watching how they match or if they get some right/wrong then the teacher is able to see their progress throughout the lesson/week. Also watching them match, you can see if they have learning needs.

Summative Assessment (linked back to objectives, END of learning)

When wanting to assess the students on their suffix, this will be happening at the end of the unit by having a quiz. With the practice that the students will be getting, the quiz will be more of a refresher. With this activity, hopefully it will prepare the students on the suffix -ed.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

With this lesson, it is best to have an explanation as well as a video to go along with it. There are things that need to be covered and doing so may be easier with a video that expresses the importance of understand -ed deeper. I saw that what went well with the students was their ability to answer questions that were thrown at them. They were quick with responses and knew how to stay on task. I saw that the more I asked if someone knew something, then the more hands were being raised. There is those couple students who want to answer every question, but there were more students raising their hands when I would phrase it, "Who can tell me ___?" or "Can someone tell be what the base word of this word is?" or "Who can tell me what the suffix of this word is?". I thought that the explanation that I did really followed with their what they already knew and what they are going to learn in a good way. The project that I had along with it, which was pumpkin flashcards, was a bit too easy for them. This will be something that I could use in the future, but I will not only have to add more words, but even ones that are a bit more challenging. The flashcards were a good idea because then students could keep them for later on when they need to practice, as well as being creative with how they color/draw on them.

What went well?

- Students were able to follow along well with the lesson.
- Students followed the video and were able to answer the questions I would throw out.
- More students would raise their hands to tell me if they know the answer.
- Students enjoyed having their own flashcards to follow.
- Students did respond when I would talk and liked to show me what they knew.
- All students understand and completed the task.

What did the students learn?

- The students learned the base words vs. the -ed suffix.
- They learned where to look for the base word in a word with the -ed suffix.
- They were able to talk about dropping the -e or adding another consonant when needed.
- They were able to match correctly using their flashcards.

How do I know?

- I did have a teacher observe me and I asked after the lesson how it went. My teacher was able to tell me that it went very well and she thought that the students listened well and were able to answer my questions.
- She did note that today might have been on the easier side of the lesson, but the next day will be more challenging, which is good.

What changes would I make?

- I would add more words to the flashcards so that students had more to work and practice with.
- I would add -ing words as well, to make it more of a challenge and students can study those as well.
- I would talk more about how -ed sounds.
- I would also talk about the silent -e more as well as a double consonant.

APPENDIX A:



