Lesson Plan Template

		Lesson Pia	an Template	
Grade: fou			Subject: phonics	
	word work notebook, p	pencil, exit slip	Technology Needed: none	
Instructional Strategies:			Guided Practices and Concrete Application:	
Guide Socra Learn Lectu	nology integration	Peer teaching/collaboration/ cooperative learning Visuals/Graphic organizers PBL Discussion/Debate Modeling	Large group activity Independent activity Pairing/collaboration Simulations/Scenarios Other (list) Explain: Hands-on Technology integration Imitation/Repeat/Mimic Simulations/Scenarios	
Standard(s	<u> </u>		Differentiation	
4RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			Below Proficiency: These students will have accommodations within what they do in their word work notebook. Above Proficiency: These students are able to write their sentences in their word work notebook above proficiency. Approaching/Emerging Proficiency:	
Objective(s) The students will be able to use combined knowledge of all lettersounds to analyze ambiguous vowels au, aw, and al in accented syllables.			The students will get the exit slip and do the work in the word work notebook. Modalities/Learning Preferences: Auditory: the students are listening to how the words sound Visual: the students can see the word that are written on the	
Bloom's Taxonomy Cognitive Level: Analyze			board and how they are written in their notebooks.	
The students will be at the carpet area, and they will have their word work notebook with a pencil. We will be discussing the material as a whole group with them contributing to the conversation.			 the lesson, rules and expectations, etc.) Students will be contributing to the lesson Have voices at zero when they are not the ones talking Their materials will lay on the floor until they are told to pick them up and start working with them. 	
Minutes		Procedures	1	
1	Set-up/Prep:			
	Have the po	oster hung up on the board		
3	 Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have the students come sit at the carpet with their word work notebook and a pencil. Remember the carpet expectations let's keep our notebooks closed, pencils down, and eyes up here Who can tell me what words that that you guys focused on last week? Ambiguous vowels that have oy/oi, ou/ow in accented syllables Raise your hand if you can give me an example of one of the words that you guys had last week. As we can remember ambiguous vowels don't have a long or short sound. This week we are going to be working with ambiguous vowels again. Write flawless, author, and always on the board All three of these words share the same vowel sound in the first accented syllable. I also notice that the first syllable is spelled differently in these words. In the word flawless the aw is making the sound circle aw In the word author the au is making the sound, circle the au In the word always the al is making the sound, circle the al. 			
10	 Explain: (concepts, procedures, vocabulary, etc.) Now I want you guys to open up your word work notebook to the next clean page. We are going to write down your words for the week they are all going to have either an au, aw, or al as the accented first syllable. The words are written each of the words on the board as I go over them Autumn: another name for fall the season between summer and winter. Laundry: clothes that have been washed or need to be washed. Can someone give me a sentence using the word laundry? Gaudy: excessively showy. Can someone tell me what gaudy means? If you have a lot of decorations in one spot someone might say "that area of the room looks gaudy" meaning that you have to many decorations over there. 			

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Awesome: an overwhelming feeling of wonder or pleasure Gnawed: to bite or chew on 0 Does anyone know what the word gnawed? Awkward: lacking grace or ease of movement 0 Wallet: a place where you hold your money Walnut: a type of nut Can someone give me a sentence using the word walnut? 7 Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) We are now going to layout our notebook for the week. Flip over to the next page you will write the words five times each On the next page you will write each word in a sentence. Then on the last page you will sort the words. We are going to spit our notebook into three columns and the head is going to be au, aw, and al. Now let's sort our words that we wrote down. Have the students tell me the words and which column that the word goes under. Make sure that we sorted all of the spelling words 3 Review (wrap up and transition to next activity): What is the three ways that we can sort the words this week? Today I am going to be giving you guys an exit slip to fill out. There is two different parts on the top half you put the correct word into the sentence and the second part you can circle the part of the word that has the ambiguous spelling pattern that we are looking for. I will call your guy's name you can come up and get a sheet from me and then when you are done with the sheet just keep them at your table spaces then move on to your next round.

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson-clarifying questions, check-

in strategies, etc.

As I am having the students sort the words, I will call on different students to get their answers. Then when they are working on their exit slip, I will walk around the room and see if the students are understanding the concept.

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives) End of lesson:

The students will have an exit slip that they are going to fil out for me and I will check for their understanding of weather they get how the words are spelled because they have to circle the correct accented syllable that we are talking about this week.

If applicable- overall unit, chapter, concept, etc.:

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

This lesson went pretty well. This type of lesson is something that the students experience every single week on Monday. That means they are used to it and need more effort to engage them. I think that I did a pretty good engaging the students into the lesson with having them review the previous weeks work. The students knew exactly what they learned last week when I asked them, and they were able to give me examples of what words they had the previous week. I introduced the new words for the week that they would be working with. The words that they were working with were more ambiguous vowel sounds that don't have a short or long sound. The spelling pattern that they were working with was au, al, and aw. During the lesson we went through their main spelling words that they would be working with. We gave sentence examples and talked about the definition to each of the words because some of the words were unfamiliar words that they had not heard of before. Then we set up their notebook where they wrote each word five times, wrote each spelling word into a sentence, and then the word sort. The students were given a set of more words with the aw, au, and al spelling pattern that they had to sort into the different categories. The different categories the students were splitting the words into was aw, al, and au spelling patterns. As a class the students would give me a word and then tell me which category it went under. We did this for all of the spelling words that they were given initially. At the end the students were given an exit slip that I had them complete. On this exit slip the students had to circle the correct spelling pattern that we were concentrating on this week in each of the words that were given to them. Then they had to complete a couple of sentences that used some of the words with the aw, al, and au spelling pattern. At first the students were confused on the part of the exit slip where they were circling the correct spelling pattern. In the middle of them working I had to correct any confusion by explaining the directions again. The students did understand what was being taught. I knew this from what their exit slip looked like and then at the end of the week they had their weekly assessment on the words and the students were doing well with both assessments. Some changes that I would make is explaining the exit slip better right away so I would not need to break their stamina by interrupting the whole class to explain the directions again. I would find another activity that the students could do while we are filling out their notebooks. Instead of just having one student tell me where a word goes in a chart have the whole class engaged by having them hold up signs saying what is the correct spelling pattern that the word is being sorted by.

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