

Name Amari Turner

Lesson Plan Template

Lesson Segment Focus Reading

Lesson 2 of 3

Course & topic addressed Phonics and Syllables

Date 3/13/19 Grade 2

Student Outcomes

Specific learning objectives for this lesson.	The student will analyze phonics and numbers of syllables in words using the Inspire Me: Word Generator app.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have already learned about phonics, syllables, and decoding words in class.
Knowledge of students background (personal, cultural, or community assets)	These are words that students have studied as site words, other words are used by them on a daily basis in conversation or have been seen in their reading books.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words
--	--

Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Dictionaries, iPads
--	---------------------

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	N/A
---	-----

Materials

Materials needed by teacher for this lesson.	Smart Board
Materials needed by students for this lesson.	iPad, white board, marker

Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	Introduction: Review of syllables/phonics	To begin I will take 5-10 previous site words from the school year and write them on the board. I will then allow students to raise their hands and decode the words as well as tell me how many syllables the have.
20 minutes	Instruction: Use app in pairs then as a class	<ul style="list-style-type: none"> • While the students clear their desk while I pass out iPads and dry erase boards. • I will then instruct them to click the Inspire Me app that was already previously downloaded for them by teacher. • I will show them where to find the “Random” button on the bottom left of the screen. • I will then tell them that their objective is to get in pairs of 2 press the random button, view the list of words, and to take turns decoding the words and saying how many syllables are in each word to one another. • After 7 minutes, I will put the app on the Board for the entire class to see and call on one student to decode the word. After each word, everyone will write on their white board how many syllables the words have and to hold it up when I say “Go.”
5 minutes	Closure: Syllable Clapping	To end the lesson, I will write a few upper-level words on the board and we will clap the syllables together with rhythmic music.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.For students with accommodations/modifications, I will have them each placed with advanced students so some groups will have 3 students instead of 2.
--	--

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	For students who have visual impairments, I will allow them to sit on the carpet in front of the Smartboard.
--	---

Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
--	--

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
---	---------------------------------------

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;

<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>