

## Lesson Plan Template

**Learning Segment Focus: Diphthongs, R-Controlled, and Teams – Vowels Review**

**Lesson 1 of 1 Topic: English Language Arts Date: 05/04/2021 Grade: 2<sup>nd</sup>**

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Given a Sphero Mini, Rocketbooks, and an interactive whiteboard, students will correctly spell words that contain either diphthongs, r-controlled vowels, or other vowel teams.
Justify how learning tasks are appropriate using examples of <b>students’ prior academic learning</b> .	Students will have learned some of the most common vowel teams at this point. This will be a review of spelling those words using those vowel teams.
Justify how learning tasks are appropriate using examples of <b>students’ personal, cultural, linguistic, or community assets</b> .	Vowel teams are important to understanding, speaking, and writing the English language. Regardless of background, students need this foundational knowledge, as reading and writing the English language is essential in society.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RF.2.3.B – Know the letter/sound correspondences, including distinguishing long and short vowel sounds: diphthongs (e.g., oi, oy, ou, ow), r-controlled vowels (e.g., er, ir, ur, ar, or), additional common vowel teams (e.g., ei, ie, igh), regularly spelled one-syllable words
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Diphthongs, r-controlled vowels, vowel teams
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	Students will spell words with common vowel teams in different ways. The Sphero with paint, Rocketbooks, and interactive whiteboard will provide engaging methods to spell words instead of sitting at a desk and writing on plain paper. They will still practice spelling as they normally would on paper with the Rocketbooks, but the chance to write on the board and paint with the robots will keep them interested in the activity. Students will work together in teams at the different stations, so they will be able to help each other. I won’t help them while they are spelling but I will show them after how to spell the words if they don’t spell them correctly.
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### Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Interactive whiteboard, projector, Sphero Mini robot, plastic cling wrap, acrylic paint, large piece of white cardstock with cardboard “walls,” disinfecting wipes, disposable gloves. 3 Rocketbooks with compatible pens, list of spelling words with vowel teams
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	A good attitude

### Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Brief overview of activity</li> <li>• Break up into teams</li> </ul>	<p>First, I will explain the activity while students are sitting at their desks. The stations will be set up ahead of time. There will be one station with the Sphero Mini, one at the interactive whiteboard, and three with Rocketbooks, so 5 stations total. I will then divide students up into teams, give the teams their own color, and direct them to their first station.</p>
45 minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Rotate stations while spelling words</li> </ul>	<p>While students are at their stations, I will say a word with a common vowel team in it that they must spell. If they spell it correctly before time runs out, their team will get a point and the team with the most points will get a prize at the end.</p> <p>The stations with Rocketbooks will just spell their words in the notebooks, erasing after each word. The station at the interactive whiteboard will do the same. Both will write in their team's color.</p> <p>The station with the Sphero will wrap the robot with cling wrap, dip it in their team's color of paint, and spell the words using the Sphero Draw program. It will be on a large piece of cardstock with cardboard walls to keep paint on the paper. At the end of the activity, we will see the picture we have made spelling all our different words.</p> <p>After students spell a word, I will make sure that all students see how to correctly spell it before moving on.</p>
10 minutes	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>• Compare points</li> <li>• Look at our painting</li> <li>• Clean up</li> </ul>	<p>Once every group has been to all 5 stations, we will count points and I will distribute prizes. We will look at our painting that we made from spelling words. I will have students help me make sure that the Rocketbooks and whiteboard are erased and the Sphero and paints are cleaned up.</p>

### Technology Integration

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives,</p>	<p>The Rocketbooks, interactive whiteboard, and Sphero Mini will help in keeping the students engaged in the activity. They will provide multisensory instruction and give students more motivation to participate. The Rocketbooks will help students practice spelling the way they normally would when writing</p>
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<p>content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>something on paper, but since it is not a test, we can erase and reuse the paper. The interactive whiteboard will give them some practice with a presentation board format, and the Sphero Mini will introduce them to coding while they have fun spelling.</p>
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**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>          (All students who have plans mandated by federal and state law.)</p>	<p>Accommodations and modifications will come naturally in this lesson. I will group students so that those who may need extra help will have someone on their team that can help them. It is not a formal assessment, so they are not being graded on their performance. I will also review the words with them and show them how to spell the words correctly before we move on to new words.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>          (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Differentiation will also come naturally in this lesson. There are 3 different ways that students will spell words to keep them engaged. Teammates can aid and participate in spelling as much or as little as they want to. For example, some students may inadvertently take the team leader role and help their peers who may have struggle spelling. Those who struggle more with spelling can still participate and watch their peers use spelling strategies.</p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> <b>Formative</b> <input type="checkbox"/> <del>Summative</del></p>	<p>I will be constantly informally assessing how students are spelling words as we go. They will have to allow me to check each word to see if I can give them a point for spelling it correctly. Through this activity, I will be able to see if we need more practice or if we can move on to new vowel teams.</p>
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**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	<p>This lesson correlates well with Skinner’s transfer of learning theory which explains that students can absorb information in one setting and apply it to something else. Students will have already been introduced to these words and vowel teams and will take that foundational knowledge and use it to spell words in different ways.</p> <p>Vygotsky proposed that learning has a unique social aspect. By working with others, students can help each other and learn from their peers as well as the teacher.</p> <p>This activity also allows for multisensory instruction. Students will be able to interact with the spelling words in three different ways instead of just passively listening to a teacher list off words for them to spell on paper.</p>
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## Lesson Reflection/Evaluation

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