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| **Name: Molly Rice****Lesson Title: Long “i” Fire Truck****Grade level(s)/Course: 2nd Grade****Date taught:11/16/12** |

 **GENERAL CONTEXT**

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| **Textbook or Instructional Program referenced to guide your instruction (if any)****Title: StoryTown****Publisher: Harcourt School Publishers****Date of Publication:** |
| **District, school or cooperating teacher requirement or expectations that might influence your planning or delivery of instruction.**Use StoryTown smartboard activities to begin the lesson. |
| **Amount of time devoted each day or week in your classroom to the content or topic of your instruction.** Whole group literature is usually from 8:30 to 9:15. The Long “i” lesson will be a one day lesson during this time. |
| **Describe how ability grouping or tracking (if any) affects your planning and teaching of this content.**N/A. |
| **List any other special features of your school or classroom that will affect the teaching of this lesson.**N/A.  |

 **INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS**

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| **Total students\_\_\_\_24\_\_\_\_\_ Males\_\_\_11\_\_\_\_\_\_\_ Females\_\_13\_\_\_\_\_\_\_\_** |
| **Students with Special Needs: Category** | **Number of Students** | **Accommodations and/or pertinent IEP Objectives** |
| **Students with IEPs** | **1** |  |
| **English Language Learners** |  |  |
| **Gifted** |  |  |
| **504** |  |  |
| **Students with autism or other special needs** |  |  |
| **Students with Behavioral Disorders** | **1** |  |

**INFORMATION ABOUT THE LESSON**

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| **Content Strand – found within the** [**Wisconsin Academic Content Standards**](http://dpi.wi.gov/standards)Language Standards for 2nd grade:Conventions of Standard English2.d. Generalize learned spelling patterns when writing words (eg. Cage to badge; boy to boil).3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| **Enduring Understanding and/or Essential Question**Demonstrate an understanding of the different long vowel “i” sounds, so that they can be correctly spelled when using these words in their writing.  |
| **GLE(s) or EOC and Symbolic Notation**N/A | **DOK**2, given the demands of the lesson. |
| **Outcome(s)**1 Students will be able to differentiate the between the long vowel i sounds: “i”, “ie”, “igh”, and “y”.2. Students will be able to complete the Long Vowel “i” Fire Truck worksheet. |
| **Academic Language related to the lesson**Long Vowel “i”Noun (Review)Proper Noun (Review) |
| **Prior Learning/Prior Thinking**This week is a review week of prior chapters; therefore the students have been exposed to the concepts being taught in this lesson.  |

**LESSON IMPLEMENTATION**

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| **Anticipatory Set/Elicit Prior Knowledge**The class has already learned about the long vowel “i”. Therefore, we will do a couple of activities on the smartboard to elicit their prior knowledge about the different long vowel “i” sounds. These activities will be a couple slides long.  |
| **Focus/Purpose Statement**The purpose of this lesson is to review the different long “i” vowel sounds.  |
| **Procedures** 1. Invite the children to the carpet to go through a few review slides on the smartboard to get the class thinking. * Have children participate by coming up to the board.
* These slides will also include a couple of slides about other review topics, such as nouns and pronouns.

2. While the children are still on the carpet, introduce them to the activity they will be working on. * Pull out the My Long “i” Fire Truck worksheet.
* Explain there are four sections, which all make the long vowel “i” sounds: “i”, “ie”, “igh”, and “y”. They must come up with four words for each section.
* Give them an example for each section.
* Then when they are done they will color their fire truck (they have been reading about fire trucks throughout the week) to go along with their worksheet.
* Once both sheets are completed, the student may glue the worksheet under their picture of a fire truck.

3. After explaining the directions, dismiss the students back to their seats to work quietly on their own. 4. If students get done early, give them the Long I Ipad worksheet to do where the students will create apps that have the long vowel “i” sound in the name.  |
| **Differentiation**Content: N/AProcess: If the students are not ready to move on to the activity, go over more examples of the different long vowel “i” sounds as a whole group.Product: N/A |
| **Closure**The teacher will bring the class together. Have the students share an example of a few of their long “i” vowel sounds with the students in their groups. Finally, have the students turn in their finished products. |
| **Materials and Resources** My Long vowel “i” sheetFire Truck templateGlueLong I Ipad sheetCrayons |
| **Classroom Management/Democratic Practices**When dismissing the students to the carpet and back to their seats, use table numbers. Students will be motivated to work hard because they can be creative in coming up with words and coloring their fire truck. Reinforce that the fire truck and iPad activities are individual and it should be quiet in the room. The work time will be monitored by the teacher.  |

 **ASSESSMENT**

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| **Before the lesson**Go through the smartboard review slides, and observe student participation.  |
| **During the lesson**The teacher will observe individual work on the My Long “i” Fire Truck activity and Long I Ipad activity. As the students work the teacher will observe: 1) Ability to come up with words for each different type of “i” sound 2) Ability to spell the words correctly 3) Ability to put words in the correction section  |
| **At the end of the lesson***Formative*Each student’s Long “i” Fire Truck will be corrected for understanding and accuracy. Students will also share two long vowel “i” words with the person they sit next to.  |

[**Assessment Rubric**](file:///%5C%5CShared1_svr%5Cshared1%5CWGROUPS%5CHealth%26PE%5CTeaching%20Materials%20Templates%20and%20Rubrics%5CAssessment%20Rubric-UnitPlan.docx)

**LESSON PLANNING CHECKLIST**

* Does the plan logically lay out what you will say and do?
* Did you include specific questions you will ask to invite, guide, and develop students’ thinking throughout the lesson?
* What strategies will you use?
* Have you included how you will set expectations for student behavior before and during the lesson (picking up materials; collaborative work time; listening behaviors, moving from one place to the next, etc.)?
* If students work in groups, have you included how you will group them and why that approach is appropriate to their learning needs?
* Have you specified how you will ensure students understand the academic language needed to succeed during this lesson?
* What content-specific vocabulary will you introduce and how will you introduce it?
* Do you plan for guided work so that students must use the ideas/skills they learn?
* Do you plan for students to independently work with or apply the ideas/skills?
* Do you include how you will differentiate for the varying needs of diverse students (gifted/remedial; ELL; social/emotional)?
* How will you collect evidence of students’ thinking and learning (formative assessments) during the lesson?

**REFLECTION**

If you have not had a conference at the completion of your lesson, or if your instructor asks for this, send a REFLECTION to your practicum supervisor.

In your reflection address each of the following.

1. Focus on student thinking and learning.
2. What was working? What was not working? For whom? Why?
3. Use specific examples of students’ work, actions or quotes to support your claims.
4. What missed opportunities for student learning are you aware of that happened?
5. If you could do it over, what might you have done to take advantage of missed opportunities to improve the learning of students with diverse needs?
6. In your own classroom what would you teach next to build on this lesson?

Link your ideas to your methods class content and readings, using appropriate and accurate quotes from text or theorists as you analyze and evaluate your work.