

Dakota State University
College of Education
LESSON PLAN FORMAT

Name: Katie Stier
Grade Level: First Grade
School: Kennedy Elementary
Date: 12/4/18
Time: 9:30-10:00

Reflection from prior lesson:

Every week, the students have a set list of sight words that they work on. These words have a common theme: they relate to a phonemic skill they are learning about. This week, they are learning about the th- and -th blends. When students work with their sight words, they are often bored. Reading and phonics are things that this group really struggles with due to boredom of the topics. Because of this, this lesson will be full of silly ways that we can learn our sight words. The students have already learned these words, but only for one day. Students need practice spelling, saying, and writing this group of words.

Lesson Goal(s) / Standards:

1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Lesson Objectives:

Through different accents, students will verbally pronounce spelling words and sight words with 100% accuracy.

When given a word, students will use their phonemic awareness and recognition to spell words assigned by the teacher correctly on their marker board.

Materials Needed:

Promethean Board
Marker Boards
Expo Marks

Contextual Factors/ Learner Characteristics:

The students in this class have a fairly negative relationship with Reading. For this reason, creating an exciting activity is key to success with management and engagement. The Reading block is right after the Math block and right before lunch, so the students' brains are beginning to be fairly tired by this time. There are a few students that tend to struggle the most with Reading, and these students also create negative behaviors in the classroom environment during Reading. The two are related, I believe, so perhaps the students using expo markers will contain their boredom.

A. The Lesson

1. Introduction (5 minutes)

- getting attention
 - The students respond to the teacher by using callbacks. This class uses a call back of teacher saying claaaaaaasss? and students responding yeeeeesss? and then are expected to remain silent until further instructed otherwise.
- relating to past experience and/or knowledge
 - “Yesterday you were introduced to our spelling words and our sight words for this week. Raise your hand if you can remind the class what kind of blend we are working on this week.” Wait for students to recall that we are learning about the *-th* blend.
 - “Yes! Yesterday we learned that all of our spelling words make the *th* sound.”
- creating a need to know (related to past knowledge)
 - In order to help you spell the words, it’s important that you can read the word, say the word, AND be able to spell the word. We need to learn all three ways so that you can use the words in your reading and writing.
- sharing objective, in general terms
 - Today we are going to practice our spelling words using our expo markers

2. Content Delivery (20 minutes)

Quick review

- As a component of every Reading lesson, students gain retention with the sight words and spelling words. To do this, we do a very short activity to do a quick recall of the words.
- “Repeat after me when I say the word you see on the board. These are our sight words for the week.” Continue this until all eight sight words have been accurately recited.
- Continue the above with the spelling words, leaving the words on the board.

Activity

- Intro
 - “I am going to point to one of our words. Instead of blurting, I want you to just read the word I point to, and put your fist over your mouth when you are ready to say the word out loud. This will prevent you from taking a learning opportunity away from your friends that might not be ready to share.”
 - “Be sure to write your words small enough that you don’t have to erase after every word. I want to be able to read every word on our list.”
- Read It
 - Point to a word.
 - “Go ahead and read the word to yourself. Put your fist over your mouth when you know the word.”
- Say It
 - Once everyone is ready, allow them to share the word.
 - “3,2,1” students respond by shouting the word that they read.
- Write It

- “Now I want you to write that word. Use what you know about our blends to decide how to spell the word. I want to see you practice spelling it on your own before you look up at the board to see how to spell it.”
- “When you go on to the next word, I don’t want you to erase it. Let’s try to make it all fit on our marker board so we can see all of our words.”
- This will continue until all eight of the words have been correctly spelled.

3. Closure (5 minutes)

Random word review test

- “I am going to ask you to erase all of your words, and while you are doing that, I am going to take the words off the board.”
- Now I am going to give you a mini spelling test. Try to spell the word _____” When I get to 1, turn your board and show me your spelling!
- “3,2,1 Okay, turn and show!

Cleanup

- It is time to transition to groups. Following directions quickly, I would like you to clear your board and clear your desk. Once your desk is clear, you may walk to your group line. *Rule One-* (students respond with *follow directions quickly* and begin doing this as swiftly as possible).

B. Assessments Used

Informal

Observation during writing

- Were students accurately able to identify the blend that were associated with the week? Are students using the activity’s repetitious nature to their advantage by reading, saying, and writing?

C. Differentiated Instruction

There will not be much differentiated instruction with this lesson. The words will be read, then said, and then wrote. This offers those that struggle the opportunity to gain two chances of spelling word identification before being asked to write the word.

D. Resources

Sight Word Practice- Teachers Pay Teachers