**Literacy Lesson Plan**

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| **Teacher Candidate:** | Zoey Dwiggins |
| **Activity Title & Source, & Description of activity:** | What’s That Sound...Air, Ear, and Are!  `  Words Their Way With English Learners: Word Study For Phonics  Concept Sorts with pictures  National Geographic Learning (Cengage Learning)  Students will complete a word and picture sort as the activity of the lesson. After the sort I will have students work in partner groups to come up with sentences using air, ear, and are to then put on the doccam for the class to see. Students will complete the original worksheet (air, ear, and are)  as an assessment for the phonics lesson. |
| **Class description & Differentiation**: Describe the important characteristics of the students that need to be considered in planning & teaching to facilitate learning for all students.   * Students' prior content knowledge, language development, social & emotional developments, special needs * Include how you differentiate your instruction based on this information | First Grade: 13 girls and 11 boys  No students with IEP  No students with 504 plans  4 ELLs   * Using pictures/words for the whole group   Development Stages for Word Study   * 1 Late Emergent * 9 Late LNA * 4 Early Within Word * 4 Middle Within Word * 3 Late Within Word * 3 Middle Syllables and Affixes   + Pictures will be used for added support   Differentiation   * Instead of writing a group's sentence using air, ear, and are students can orally tell the class what their sentence is rather than writing it. * Group’s who are finishing quickly will be asked to write more than one sentence using air, car, and are. * Rather than pictures or words for the sort students will only be given words-no visuals * Students will not be given words but only pictures that represent a air, ear, or are words. |
| **Common Core ELA Standards:** Identify strand, grade, number (e.g. RL4.3) & include entire standard. | CCSS.ELA-LITERACY.L.1.5.A  Sort words into categories to gain a sense of the concepts the categories represent. |
| **Student Learning Objective:  ABCD**  **Audience**:  Who (the student)  **Behavior**:  What (standard)  **Condition**:  How (strategy/text)  **Degree**:  Measurable & documentable outcome | The students will sort words and/or  pictures into air, ear, and air sounds to gain a sense of the concepts the categories represent by completing an open sort with partners and writing a sentence using the concepts then individually completing the original worksheet attached below that focuses on phonics air, ear, and are. |
| **Assessment Strategies**: How you will document the student's’ ability to meet the objective.  (Degree)  List quizzes, rubrics, handouts, or any additional documentation related to your assessment. | For T to assess understanding of the phonics concept students will be scored on the correct answers they get on the Phonics: Air, Are, and Ear Worksheet (Attached below)  S understands the phonics concept fully 8 / 8  S somewhat understands the concept 6-7 / 8  S needs more practice on the concept 4-5 / 8  S does not understand the concept 0-3 / 8  Phonics: Air, Are, and Ear Worksheet (Attached below) |
| **Instructional Materials, Equipment & Technology:** List all of the texts, materials & technology the teacher & students will use during the lesson, including titles & sources**.**  Also indicate the level of technology integration using the SAMR Model. | * Doc Cam * SMART Board * Air, are, and ear pictures/word cards * Blank paper * Phonics: Air, Are, and Ear Worksheet * Pandora music station (Teacher provided) |
| **Key Vocabulary:** List the vocabulary from the text/strategy that you will discuss.  Highlight words in procedures.  **Function Language:** What literary terms will you use to help the students understand the reading strategy?   Use terms from the strategy & the standard (e.g., predicting, connections, decoding, etc.)  Highlight words in procedures. | Key Vocabulary   * Air * Ear * Are   Function Language:   * Sort * Sounds * Categorize/ Categories * Group * Related * Similar * Identify |
| **Learning Activities:** Give detailed, step-by-step, scripted instructions on how you will implement the instructional plan in the procedures below.  Describe exactly what you & the students will do during the lesson & how you will scaffold their learning. Please use a numbered or bulleted list.  In planning your lesson, think about:   * The complete step-by-step directions & scaffolding you will provide * What kinds of questions you plan to ask | |
| **Opening**: (***WHAT WILL WE LEARN TODAY?)*** Elicit students’ prior knowledge about concept & strategy in multiple ways (not just questions). | T: Good Morning students! Today we are going to practice our air, ear, and are phonics sounds. First, we are going to get some of our energy out with a classroom music mix up.  [Music will be played and we will ask the students to mingle until the music stops. Once it stops they find the person closest to them and that is their partner. When they find their partner they will then come sit together on the carpet]  T: Now that you have your partner that you will be working with for this activity on some of the phonics sounds we have been working on. Can anyone tell me some of the sounds we have been working on?  S: Responds  T: Yes! That is exactly right we have been practicing those sounds. Today, we will be working on air, ear, and are sounds. Can someone give me an example of some words with these sounds?  S: Responds  T: Great job! Now we are going to do an activity for you are your partner to practice these skills. |
| **Teacher Modeling *(I DO)*:**  This should describe how you alone will demonstrate the entire strategy to the students (no participation from students) | T: Today we are going to practice sorting and categorizing air, are, and ear words by doing a word and/or picture sort. Here are the sorting cards that I have to sort into my own categories.  [T shows class the picture/word cards]  T: Each of these cards is one of our ear, air, or are sounding words but I need to figure out which ones are which.  [T holds up one card that has a picture of a fair on it to model how to sort]  T: Look! This card has a picture of a fair on it. Hmmm I think this card will go under the air category. All you need to do is sort them on the carpet we do not need to glue them to anything we are just sorting. I will pass out the cards to each group but do not sort them yet.  [Pass out all the cards to students to sort on the carpet]  T: After we sort all of our concept cards with our partners we are going to do a sentence share with the class by creating a sentence using an air, ear, or are word. Watch as I begin!  [T acts out the thinking process and then takes a blank sheet of paper and writes a sentence using one of the air, ear, or are words]  T: Here is my sentence I wrote that uses one of our concepts.  [T shows sentence to class by putting it under the doccam so students can see]  T: My sentence says, “I went to the fair with my brother and I got to wear my new dress”. Can anyone identify the air, are, or ear sound/s in my sentence?  S: Respond  T: Great job! |
| **Guided Practice *(WE DO!)*:**  During this part of the lesson, the teacher and the students practice together. You will assist the students, takes turns & participate along with the class. | T: Using a fist to five, show me if you are ready to help me.  S: Respond  [T calls on a group to show one of their cards]  T: Do you know where you would place your card?-if needed T prompts students by saying air, ear, or are sounds to help students identify where the card should go.  S responds, T provides needed guidance to get S to explain their decision.  T allows time for all students to sort their cards with their partners  T: Now we are going to name these sounds by categories. What could we call this first category?  S responds, T gives guidance as needed.  T: Now that we have sorted all of our words by air, ear, and are sounds I want everyone with their partner to come up with a sentence using one of these sound words.  [T gives each group one sheet of blank paper and gives students time to come up with a sentence]  T: Which group would like to go to the doccam and show the class their sentence first? T calls on a group and repeats with all groups.  T: Nice job guys! Please head back to your table for the last part of the lesson. |
| **Independent Practice *(YOU DO!)*:** Release the students to demonstrate their ability to complete the activity alone.  Include complete directions that explain what students must do to complete the activity. | [When S are back at their tables pass out the assessment worksheets for S to complete alone]  T: Now, I am going to give you a worksheet I want each of you to complete alone without working with your partner. I want you to show me what you learned from our activity today. I want you to do 3 things for me:   1. First, I want you to write your name. 2. Second, I want you to carefully look at the pictures in each box and circle the corresponding air, ear, or are word. 3. Lastly, I want you to come to my desk and turn in your paper for me to check.   [While S are working collect all of the phonics sorting cards] |
| **Closure *(WHAT DID I LEARN & HOW WILL I USE IT?)*:**  How will you check for students’ understanding? How will you connect to future learning? Extend the lesson, provide opportunities for students to use skills learned in future. | [When S are back at their tables, T review answers from the worksheet by having S answer]  S: Now that we have finished this worksheet who can tell me the answers for each?  T calls on S until all of the questions are answered if there is any disagreement clarify when needed.  T: Great job guys! Now that you know how to do this sort I will be sending home for homework over the weekend different phonics sound sorting cards. Practice this with a parent or an older sibling and create a sentence for me to check on Monday. |