

EDU 400 – Language Arts (Reading/Phonics) – 3/22/2021

<p>Grade: First</p> <p>Materials: - <i>Plants and the Seasons</i>, by Margaret McNamara - er, ir, ur, Word Cards (for Reading Board) - er, ir, ur, Anchor Chart (created w/students)</p> <p>Instructional Strategies: <input checked="" type="checkbox"/> <u>Direct instruction</u> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input checked="" type="checkbox"/> <u>Visuals/Graphic organizers</u> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> <u>Modeling</u> <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)</p> <p>Standard(s): <i>RI.1.1</i> – Ask and answer questions about key/supporting details in a text. <i>RI.1.2</i> – Identify the main topic and retell key/supporting details of a text. <i>RI.1.3</i> – Describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>RI.1.5</i> – Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <i>SL.1.1</i> – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. <i>SL.1.4</i> – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <i>SL.1.6</i> – Speak in complete sentences when appropriate to task and situation. <i>L.1.6</i> – Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). <i>W.1.8</i> – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Objective(s): - By the end of the lesson, students will apply what they know about fall and spring (including both information read to them and information they already have in their schema) to find similarities and differences between the two seasons. - By the end of the week, students will be able to apply their knowledge of comparing and contrasting to find the similarities and differences between dogs and cats. - By the end of the week, students will be able to identify words that have er, ir, ur in them using their phonics skills gained during the week of instruction.</p> <p>Bloom’s Taxonomy Cognitive Level: Application</p>	<p>Subject: Language Arts</p> <p>Technology Needed: - Projector - Teacher Computer</p> <p>Guided Practices and Concrete Application: <input checked="" type="checkbox"/> <u>Large group activity</u> <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:</p> <p>Differentiation: Below Proficiency: This is an introduction to comparing and contrasting, students are not expected to be proficient in it during the first lesson. A way to differentiate if needed would be to introduce the skill of comparing and contrasting to students who are below proficient on the day before this concept is introduced. Introducing the student to some of the words on pg. 2-3 in the <i>Plants and the Seasons</i> book before the whole group lesson is a way to ensure that they have some existing schema related to the book’s content. A differentiation for the phonics portion of the lesson would be to send a list of er, ir, ur words home with the student so they have the opportunity to become more familiar with words with this sound/letter pattern before they are introduced in class. Above Proficiency: For students who are above proficient, they will work more on comparing and contrasting in their small group reading time. They may also be provided with a table to fill in additional er, ir, ur words that they know. Approaching/Emerging Proficiency: For student who are approaching proficiency, this lesson is at an appropriate difficulty level for completion without differentiation. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The <i>Plants and the Seasons</i> book, the Word Cards, and the Anchor Chart are all visual elements of the lesson that are provided for all students to see. • Auditory: The <i>Plants and the Seasons</i> book will be read out loud for all students to hear. The Anchor Chart will be created with students’ verbal input (ie. they will provide examples of er, ir, and ur words). • Kinesthetic: Students will get up and move to the front of the classroom for the reading of the <i>Plants and the Seasons</i> book and then back to their desks for the creation of the anchor chart. • Tactile: Students will trace the er, ir, ur words on their desk if this is their preferred learning modality. </p>
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<p>Classroom Management (grouping(s), movement/transitions, etc.):</p> <ul style="list-style-type: none"> - Students will transition from their small group reading rotations in various locations around the classroom into whole group reading and phonics instruction. - Students will quickly and quietly move to the front of the classroom and sit on their bumpers on the rug in front of the rocking chair for the whole group reading of <i>Plants and the Seasons</i>. - Students will move quickly and quietly back to their desks after whole group reading and ensure their desk is clear so they are not distracted while creating the anchor chart. - During the creation of the er, ir, ur Anchor Chart, students will be seated at their own desks. - At the end of the lesson, students will move back into their reading rotation based on their next chosen rotation. 	<p>Behavior Expectations (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.):</p> <ul style="list-style-type: none"> - During the whole group reading, students will sit on their bumper and keep their hands to themselves. If they cannot, they will receive one reminder to do so. If they require a second reminder to sit on their bumper or keep their hands to themselves, they will be asked to move to the side of the group or to go sit back at their desk for the remainder of the reading. - Students will raise their hand in order to answer a question or provide a word for the anchor chart. - Blurting will not be acknowledged. - Students who raise their hand to answer a question or provide a word for the anchor chart after blurting occurs will be praised for raising their hand.
Minutes	Procedures
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Staple er, ir, ur Word Cards up on to the reading portion of the bulletin board. - Have the Big Book version of <i>Plants and the Seasons</i>, by Margaret McNamara up front next to the reading rug. - Have an anchor chart stuck to the whiteboard with er, ir, ur circled in the center and markers next to it.
<p>3 minutes</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> - ‘This week we will be reading from a book called <i>Plants and the Seasons</i> (show cover of book to students). What do we think this book is going to be about?’ A: plants; different seasons. ‘How do we know this?’ A: the cover has a picture of trees in winter; the title is <i>Plants and the Seasons</i>. ‘Do we think that this book is going to be fiction or nonfiction?’ A: nonfiction. ‘Why do we think this?’ A: the title; the cover; etc. <p><u>Phonics:</u></p> <ul style="list-style-type: none"> - ‘Our sound of the week is (er, ir, ur) and it is spelled er, ir, and ur. We usually find it in the middle or end of words. Let’s say this sound together (repeat as many times as it takes for all students to participate).’
<p>2 minutes</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> - ‘Today we are going to read the introduction of <i>Plants and the Seasons</i> and Chapter 1. As we read, I want us to be paying attention to what is the same and what is different about the information we are reading.’ <p><u>Phonics:</u></p> <ul style="list-style-type: none"> - ‘We spell our sound of the week er, ir, ur. This is called an r-controlled vowel and they all make the same sound. We are going to find examples of words with r-controlled vowels in them and put them on our anchor chart.’
<p>14 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> - (After reading the Introduction) <ul style="list-style-type: none"> - ‘What does the introduction tell us?’ A: there are four seasons (fall, winter, spring, summer); some plants change each season because of temperature and sunlight changes. ‘Does the Introduction help to prove that our predictions based on the cover are correct?’ A: yes. - (After reading Chapter 1) <ul style="list-style-type: none"> - ‘What was the topic of this chapter?’ A: fall. ‘What did this chapter tell us about fall?’ A: plants change because of less sunlight; plants make their own food to grow with sunlight; some trees’ leaves change color; farmers grow crops for people to eat; some crops are harvested in the fall. ‘Do we know anything else about fall that this chapter didn’t tell us?’ A: (could be any number of things). - ‘How is fall different than spring (which is our current season)?’ A: trees don’t have leaves yet; the grass is brown; etc. ‘How is fall the same as spring?’ A: both are sometimes cool and sometimes warm; etc. <p><u>Phonics:</u></p> <ul style="list-style-type: none"> - ‘What are some words that we know that have the er, ir, ur sound?’ Ex: hammer, teacher, otter, tiger, bird, girl, turtle, turkey, turnip, etc. (Each correct example will be written on the anchor chart with a corresponding picture, this will continue until the entire chart is full).

1 minute	Review (wrap up and transition to next activity): <i>End of Lesson:</i> - 'Now, when we move back into our reading rotations, while reading to ourselves, listening to reading, or working with Miss Thompson, we should take note of what is similar and what is different in order to make ourselves better readers.'
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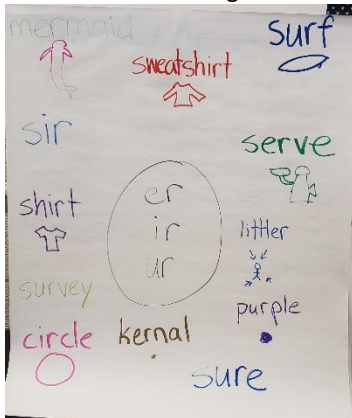
Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student's learning?) - Are students able to answer questions using information from the text, the pictures from the book, or knowledge from their own schema? (observational) - Are students able to provide examples of er, ir, ur words to include on the anchor chart? (observational) - Are students able to participate in class discussion in the expected manner (ie. hands to self, raised hand to answer questions, staying seated, etc.)? (observational)	Summative Assessment (linked back to objectives, END of learning) - Compare and Contrast Cats and Dogs Chart (at end of LP) - At least three similarities and three differences - Possible differentiation could include drawing pictures of similarities and differences between cats and dogs, requiring more or fewer examples of similarities/differences, and verbally completing the chart with the teacher.
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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I think overall this lesson went well and the objective of the lesson was met. This was the lesson that was observed by Mrs. DeGree for my final practicum evaluation. The evaluation went well so I take that to be a pretty positive indication that this was in fact a quality lesson and that my instruction of the content was more than adequate.

One change I would like to make about this lesson would be to read the entire book on the first day of the week and then review a season every day for the remainder of the week in order to create a compare and contrast table with the students. I think this would be a more beneficial approach for students because we would be reviewing the information about a season each day rather than learning about it and then having to find similarities and differences right away as well.

An aspect of this lesson that worked out really well was the overall connectivity of the weeks focus. In language arts we were reading about the seasons, in science we were learning about habitats and the animals that live in them, and in social studies we were learning about humans' impact on habitats. This helped to create a connection of information across multiple subjects and to enrich the learning of the students.




Overall, I really loved how the phonics portion of this lesson went. Some students did struggle a bit differentiating between the r sound at the beginning of a word (like in rainbow) versus the er/ir/ur sound (like in mermaid) that we were looking for. Teaching phonics to first graders who are wearing a facemask while you as the teacher are also wearing a facemask is a difficult undertaking. Students are not able to see the way that you are shaping your mouth in order to produce the correct sounds and your voice is less clear due to the mask. It is also difficult to hear if students are pronouncing the words correctly due to the muffling of their voices due to the masks. Working with the students who have articulation and enunciation struggle is made more difficult as a result of face masks. Despite this, students were still able to provide many wonderful examples of er/ir/ur words. Kernel and survey were the two words that surprised me the most.

This is the anchor chart that was created with the words provided by the students. I think that including a visual representation of the word (if it is possible) can be a beneficial addition to the anchor chart that can aid in students' learning over the course of the week. By incorporating the visual of the word, students who are more visual learners or students who are not yet strong in their reading skills would have an image to reference in order to double check the meaning of a particular word. During the remainder of the week, students are able to look at this chart, see the picture and the word that corresponds to it and the word, its spelling, and as a result the phonic focus will be further ingrained into their existing schema. If I teach in an early elementary classroom, I will most definitely create anchor charts like this one with my students.

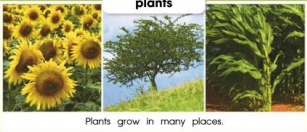
Words to Think About

bud



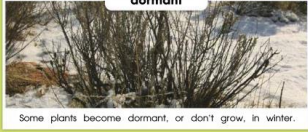
This bud will become a flower.

plants




Plants grow in many places.

dormant




Some plants become dormant, or don't grow, in winter.

seasons



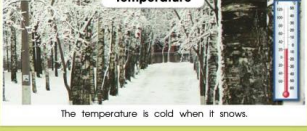
Fall, winter, spring, and summer are the four seasons.

grow



This flower needs water to grow, or get bigger.

temperature




The temperature is cold when it snows.

2 3


Introduction

Earth has four **seasons**, or times of the year. The seasons are fall, winter, spring, and summer.


Some **plants** change in each season when the **temperature** changes. Plants also change because the amount of sunlight changes.



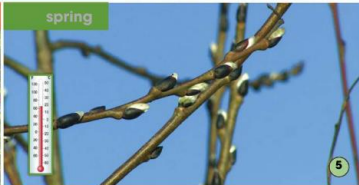
fall



winter



summer



spring

4 5

Chapter 1

Plants in Fall

Plants change during fall because they have less sunlight. Some leaves change color in fall.

Plants need sunlight to make their own food and to **grow**. Farmers grow crops, or plants people use for food. Some crops are harvested, or picked, in fall. Other crops die in fall.

Plant Fact
Most pine trees stay green all year.



6 ▲ The leaves on some trees change color.



corn
apples
pumpkins

7 ▲ Corn crops die in fall. Farmers harvest apples and pumpkins in fall.

Er, Ir, Ur Word Cards

- er

- ir

- ur

Compare and Contrast Cats and Dogs Chart

	Cat	Dog
Same		
Different		