

<p>Grade: 2nd</p> <p>Materials: PowerPoint Slides, Notecards, reading journals</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Subject: Phonics</p> <p>Technology Needed: Active Board</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain:</p>	<input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard 2 RF.3- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="margin-left: 20px;">a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p style="margin-left: 20px;">b. Know spelling-sound correspondences for additional common vowel teams.</p> <p style="margin-left: 20px;">c. Decode regularly spelled two-syllable words with long vowels</p>	<p>Universal Design for Learning</p> <p>Below Proficiency: In Ms. Gutschmidt’s classroom, all students get exposure to their grade level phonics instruction during this time frame. So, this lesson is designed for all students to hear the content of grade level skills. However, shortly after this lesson concludes, Ms. Gutschmidt has reading rotations where students work on and are exposed to content at their individual level. Also, when I walk through and model the way to read these words, the students who are below proficiency can hear skills to break down ideas they do not know. I will also be supporting this students by relating information that they already to what they have already learned. For example, the word cow is a word they could recognize and use to help in their understanding of new words like clown.</p> <p>Above Proficiency: Some students in this classroom are very high level in their reading, but same as the below proficiency, students will be exposed to grade level skills at this time. During reading rotations, the highflyers are pushed in their independent reading and writing activities. These students will also be challenged on days three and four when multisyllabic words are used</p>				
<p>Objective By the end of the lesson, students will be able to identify the sound associated with the ou and ow blend</p> <p>By the end of the lesson, students will be able to spell words with the ou and ow middle with 40 percent consistency</p> <p>Bloom’s Taxonomy Cognitive Level: Understanding and Applying</p>	<p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: My visual learners will be supported through this lesson by the pictures throughout the lesson. These pictures will help students to make connections from the ou pattern sound and an object that is associated with it. One of the pictures shown is a clown. Clown makes the ow sound, and is also something that will catch the students attention. • Auditory: The auditory learners in my classroom will be supported when they hear the “ou: sound repeated throughout the lesson. Chunking the words of the day will also be a great way for the auditory learners to 				

	<p>hear the sound isolated.</p> <ul style="list-style-type: none"> • Kinesthetic: The kinesthetic learners in my classroom will be engaged when they can get up during the word race. Also, the major kinesthetic learners have flexible spaces in the classroom and are allowed to move around when they need to throughout the day. • Tactile :
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Transitions: Use the saying: Class, Class, class class class, and their response of Yes, Yes, yes yes yes to get the students attention. Always, say will my friends please join me here or class, now we will move to this activity.</p> <p>Groupings: When groupings are used, students often can move around the room to work in an area effective for the group. Groups are chosen using name sticks, grouped be ability, or students have choice.</p>	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <p>On the carpet: Students are expected to sit with their hands to themselves with voice level at 0. They should also be sitting with their eyes facing forward.</p> <p>At their tables: Students are expected to sit in their chairs with their voice level between 0-3 depending on the activity.</p> <p>Specific Students: There are two boys in this classroom that have behavioral plans. These boys are instructed to get up and move as they need tp. They know what the expectations are, and if during this time they are inappropriate, they are not directed in the moment but instead during transition times.</p>
Minutes	Procedures
20	<p>Set-up/Prep before lesson: Before the lesson, I will need to prepare a couple of things. First, I will go onto the benchmark interactive resources website to find the resources that will be used for this lesson. I will use the Frieze card, the BKM 3, and the day two word list. Then, put the information into a PowerPoint that will be presented to the students during the lesson.</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>To gain the attention of the students, I will use our classroom technique of saying “Class, Class, Class Class Class” their response is, yes, yes, yes yes yes. I will then say, “Will all of my friends please come join me on the carpet as we get ready to begin. I will then pull up the PowerPoint slides. On the screen, the students will see the words they worked on during day one on Friday.</p> <p>Then the engage section will begin with me saying, “These words that are on the screen should look familiar. These words are ones that you guys worked on with Ms. Gutschmidt last Friday. To help us review these words, we are going to have a chunking race. I will go first. Will one of my friends, please volunteer to keep my time. Remember good readers re-read so, can the rest of my friends look put for mistakes that I make. We will add five seconds for every word I pronounce wrong. I will then do the activity. (The chunking race focuses on the skill of onset and rime)</p> <p>After I go, I will pick one student to go to “race” against me. After I will say, “Now that we are warmed up, let’s expand our knowledge on our ou and ow blends!”</p>

10	<p>Explain: (teacher-led) I will then move the PowerPoint slide to show the picture of a clown and mouse. I will then say, “let’s first say these two words together. First (point) clown, then mouse. Do these words sound alike? Pause for response, then say great job!</p> <p>They do have the same middle sound, but they do not look the same. Just like some of the other vowel sounds we have learned, the ow sound has different ways to spell the same sound. In this case we can spell this sound with either a ou or ow. Write this on the board. We hear this sound when we chunk the words like we did earlier today!” Switch the PowerPoint slide and pass put notecards.</p> <p>“Now, let’s practice identifying some of these words. I am going to read a passage, and as I read write down as many words you hear with the ow sound.” As I read, the passage provided in the PowerPoint, I will ask questions such as, “Hmm, I do not recognize this word, class can you help me chunk this word so we can figure it put together?” I will also ask, “The words pouch and put both have a u in them and look similar, but do they sound alike. Why is this?” <i>After I come across the word pouch in the story</i></p> <p>After reading the passage, I will switch the PowerPoint slide one more time and say, “now we are going to practice some new words!”</p>	
5	<p>Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences) “Will all of my friends please stand up and move to their desks and grab their reading journals.” Allow time for transition.</p> <p>Once everyone is seated, say, before we pull put our journals, let’s chunk our new words together. <i>Take 1 minute to do this.</i></p> <p>After we chunk the words, say, “students can you now please copy these words into your reading journals, as you do so, think of one word that stand put to you as interesting. Ask yourself, Do I know what this word means? Even if you do not, try to pick one word and define it in your reading journal. Repeat directions: You have two tasks to do, write these eight words down in your journal, and then pick one to define as well. <i>Walk around and observe students working. Help any students who need it and explain directions again if need be.</i></p>	
1	<p>Closure (wrap up and transition to next activity): Great job guys! Today we learned the ow sound by practicing reading and writing this sound. Can I have three volunteers to tell me three new words that we practiced today? Pause for response and then ask students to turn their eyes to Ms. Gutschmidt for the next lesson.</p>	
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (document of student learning, data collection) <p>I will progress monitor throughout the lesson, and here are some of the examples:</p> <ol style="list-style-type: none"> Listening to the student who participates in the chunking race. This is a very individualized example, but throughout the week, many students will get an opportunity to participate. 		<p>Summative Assessment (linked back to standard, END of learning)</p> <p>At the end of the unit, the students will be given an assessment on seven words that have the ou and ow vowel sound in the middle. This is assessment will not be graded as a traditional spelling assessment, but instead, only looking at the vowel sounds in the middle. If the students can identify the correct vowel sound, they will be demonstrating that they have caught on to the concepts.</p>

2. Students observing the errors that I make during the chunking game will show their ability to chunk correctly.
3. Allowing time for students to respond to questions asked during the passage.
4. Collect the notecards and identify how many words students were able to identify.
5. Analyze the students' reading journals after they leave for the day to see how many words they were able to spell and how they defined a word.



Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

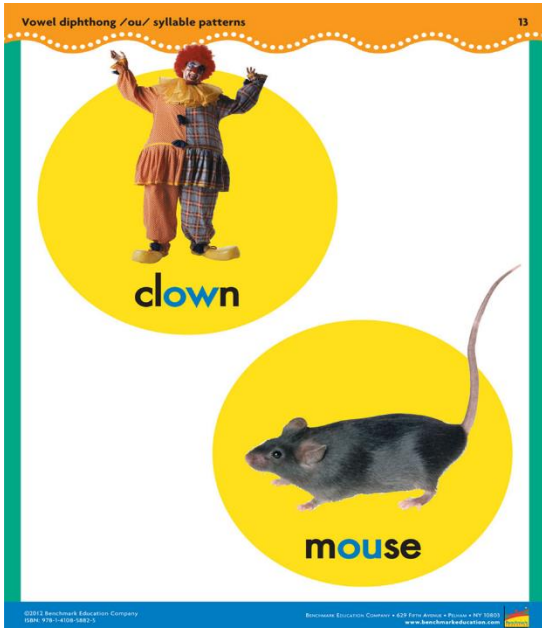
When I taught this lesson on February twenty-fourth, I had a pretty good experience. I was observed during this lesson by Mrs. DeGree, and she helped me think through this lesson afterwards, and also helped me to start the reflection process. The first thing that we discussed is that the beginning of the lesson, the students were very engaged. The students enjoyed the chunking race because they had the opportunity to move around and be competitive. Also, by looking at the two formative assessments that I gave, it seems as though the students did catch on to the concepts and achieved both objectives that I had set for this lesson. One thing that I ended up doing differently throughout the lesson is that instead of passing out notecards during my explain section, Ms. Gutschmidt and I had decided the morning of the lesson to print out copies of the reading passage for each student. The students then got their clipboards and highlighters and highlighted the words they heard with the ow sound. Since this switch happened last minute, I do not think I thought through the transition in the best way. I should have explained to the students what the expectation was more because as soon as they got a hold of their highlighters, I kind of lost them. Most of the girls started to color, and I lost a good minute of instructional time trying to get their full attentions again. Also, while talking with Ms. DeGree, I realized that I should have had my formative assessment be more of an independent activity. All of the students were engaged, but most were talking to friends and bouncing ideas off of each other. This was great for community because they helped each other, but I do not know if I can now use the reading journals as a true formal assessment because the students did not technically do the work on their own. This could have been an easy fix, and one that I will for sure do in the future. Lastly, throughout the lesson, I could feel my students starting to become unengaged at times, and I was not quite ready for that to happen. I had to use more classroom management strategies than I was expecting because students were talking out of turn and off topic throughout the lesson. I also had one student who got upset with me after the lesson because I only called on her once. I had a conversation with this student to explain the importance of sharing and how as a teacher, I try to call on as many students as I can. After some discussion, she did come around, but looking back now, I should have noticed her irritation more during the actual lesson and not just after the fact. I do feel that even though I had some things that I would have changed, the lesson went pretty well. Mrs. DeGree had helpful and positive comments to give me, and so I walked away from today feeling relieved and hopeful for my future teaching moments. This lesson was a great starting point, and I cannot wait to continue to grow and improve as an educator.

Review Words:

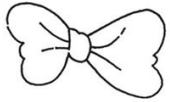
- **Brow**
- **Down**
- **Found**
- **Noun**

- Howl
- Plow
- Sound
- Crowd

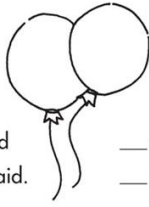
Introduction Page



Passage:



Clown School



Jean's mom saw her sitting with her head down. "What is the matter?" her mom said. _____ 8
_____ 16

"I don't want to go to clown school!" said Jean with a frown. "This morning they crown the Clown King and Queen. I came in last the year before and I don't want to fail." _____ 27
_____ 36
_____ 47
_____ 51

"Don't pout," Mom said. "It will not matter if you don't win." _____ 61
_____ 63



Jean agreed to go. She got her round nose from her clown pouch and put it on. She painted on her red mouth and sad clown eyes. Then she put on her wig and her yellow gown. _____ 69
_____ 74
_____ 80
_____ 85
_____ 90
_____ 97
_____ 100

Jean went down to clown school to try her luck. _____ 110
She heard a shout from the crowd. "Jean is our new Clown Queen!" Feeling very proud, Jean took a bow. _____ 121
_____ 130

Reading Passage 1

New Words

- Loud
- House
- Growl
- Brown
- Wow
- Pouch
- Count
- Drown