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| **Name:** Thomas Tollakson  **Lesson Title:** One, Two, Three, Kick!  **Grade level(s)/Course:** Third Grade Reading  **Date taught:** 10/15/2012 |

**GENERAL CONTEXT**

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| **Textbook or Instructional Program referenced to guide your instruction (if any)**  **Title:** One, Two, Three, Kick!  **Publisher:** Catherine James  **Date of Publication:** N/A |
| **District, school or cooperating teacher requirement or expectations that might influence your planning or delivery of instruction.**  This lesson will be taught in Mrs. Treuthardt’s Third Grade classroom in a one-on-one setting. |
| **Amount of time devoted each day or week in your classroom to the content or topic of your instruction.**  Reading and word recognition is taught to this student two to three hours a day. |
| **Describe how ability grouping or tracking (if any) affects your planning and teaching of this content.**  The student I will be working with is below grade level and will be taught material that is appropriate for him. We review his flash cards on a daily basis. |
| **List any other special features of your school or classroom that will affect the teaching of this lesson.**  The student I will be working with uses compass learning to enhance and develop his reading and literacy skills. |

**INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS**

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| **Total students\_\_\_\_**1**\_\_\_\_\_ Males\_\_\_\_\_**1**\_\_\_\_\_ Females\_\_\_\_\_\_\_\_\_\_** | | |
| **Students with Special Needs: Category** | **Number of Students** | **Accommodations and/or pertinent IEP Objectives** |
| **Students with IEPs** | 1 |  |
| **English Language Learners** | 0 |  |
| **Gifted** | 0 |  |
| **504** | 1 |  |
| **Students with autism or other special needs** | 1 | The student takes speech class. |
| **Students with Behavioral Disorders** | 0 |  |

**INFORMATION ABOUT THE LESSON**

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| **Content Strand – found within the** [**Wisconsin Academic Content Standards**](http://dpi.wi.gov/standards)  Reading and Foundational Skills   * CCSS.ELA-Literacy.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.   Speaking and Listening   * CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| **Enduring Understanding and/or Essential Question**  What other words do you know have short vowel sounds? |
| **Outcome(s)**   1. The student will develop the consonant /l/ and /all/ sounds. 2. The student will read at least 40 out of 60 words correctly from the book “One, Two, Three, Kick!” 3. The student will be able to verbally state and spell review words using the short vowel sounds. 4. The student will be able to identify the vowel sounds in his review words. 5. The student will listen to and read the story “One, Two, Three, Kick.” 6. The student will understand comprehension questions. |
| **Academic Language related to the lesson**  Vocabulary  Vowels  Consonants  Review words  Had  Sad  Get  Let  Sit  Did  Not  Got  Bus  But |
| **Prior Learning/Prior Thinking**  The student has been studying his review words with flash cards. The student and I have been working on other short vowel words that are similar to the review words. This lesson is review for the student using his vocabulary words along with reading a new book “One, Two, Three, Kick! |

**LESSON IMPLEMENTATION**

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| **Anticipatory Set/Elicit Prior Knowledge**  Teacher will design an area for the student and the teacher to work on the lesson. Teacher will display enthusiasm and excitement for the subject. |
| **Focus/Purpose Statement**  The purpose of this lesson is to learn and review short vowel words. |
| **Procedures**   1. Student and teacher will sit at the table in the back of the room for the reading lesson. 2. The teacher will explain that today we are reviewing our short vowel sounds. 3. The first game we will play involves using the student’s flash cards.    * Teacher and student will put the review words face down on the table.    * The student’s other flash cards may be included in the game as well.    * When the student reads the word the teacher will ask him what short vowel sound that word makes? 4. The student will review his words by writing them on an individual white board.    * The student will say the words as he writes each of them on the white board.    * The student will work on recognizing vowels in his review words by circling the vowels after he writes each word on the white board. 5. The student will recognize consonants in his review words by circling them. (if time is available) 6. The student will read the book “One, Two, Three, Kick” with assistance from teacher.    * The student will highlight short vowel vocabulary words in the book. 7. The student will summarize what happened in the book. |
| **Differentiation**  Content – The content of this lesson is second grade level and is appropriate for the student’s learning needs.  Process – The student will develop small motor skills in writing on the white board. The teacher will support the student in following directions and reading the book “One, Two, Three, Kick!”  Product – The student will think of words that contain short vowel sounds. |
| **Closure**  The teacher will ask the student if he can think of more words that contain short vowel sounds. The teacher will tell the student to be aware of knew words he hears and determine if they have short vowel sounds. The teacher will give the student a fist pump or high five at the end of the lesson. |
| Materials and Resources  Flash Cards  Supplementary worksheets  Story book “One, Two, Three, Kick!”  Individual white board/marker |
| **Classroom Management/Democratic Practices**  The student will need to be reminded to stay on task. Using flash cards and allowing the student to write the review words on the white board is a use of developmentally appropriate practice because it will engage the student and give him a sense of self-confidence. |

**ASSESSMENT**

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| **Before the lesson**  The student will be asked to say what sound each short vowel makes. |
| **During the lesson**  The teacher will observe the student’s attentiveness and engagement throughout the lesson. As the student performs the tasks in the lesson, the teacher will pay attention to the words he struggles with and the words he reads fluently. |
| **At the end of the lesson**  The student will name at least one word that he can think of that contains a short vowel sound. |

[**Assessment Rubric**](file:///\\Shared1_svr\shared1\WGROUPS\Health&PE\Teaching%20Materials%20Templates%20and%20Rubrics\Assessment%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.