

Lesson Plan Prepared by: Amanda Dennis

Lesson: Skill building (phonics, fluency, comprehension)

Length: 30 minutes

Age or Grade Intended: 2nd grade

Source: Mrs. Datzman

Academic Standards:

1.1.14 Read common word patterns (ite, ate)

1.1.9 Blend two to four phonemes into recognizable words

2.2.4 Ask and respond to question (what, who, where, why, what if, how) to aid comprehension.

Behavioral/Performance Objectives:

After given common word patterns, such as –ate, student will build words and then read them back to the teacher.

While reading a short story with teacher, the student will respond to questions such as what, who, where, why, and how.

Assessment:

The student will be assessed through informal observation of the teacher.

Advanced Preparation by Teacher:

Teacher will need to find a story that is at an appropriate level for the student (*What Time is It?*), as well as prepare word patterns.

Introduction/Motivation:

Teacher will begin by going over Fry phrases with the student, reviewing the ten that were missed from the previous visit. Teacher will also review word wall words, if any.

Step-by-Step Procedure:

- ❖ Once student has finished going over phrases and words he will build words.
 - Teacher will give student word patterns (-ate, -ite, and -ide)
 - Student will build words putting different letters at the beginning of the pattern or the end.
 - Student will then read the words back to the teacher
- ❖ After going through three word patterns the student will read a book with the teacher.
 - Teacher will ask questions about what the characters are doing and where they are at to aid student in comprehension.
 - Who is the main character in this story? (Bloom’s Comprehension)
 - What is the story about? (Bloom’s Comprehension)
 - Why are there clocks in the pictures? (Bloom’s Analysis)
 - What is the setting? (Bloom’s Comprehension)
 - How would this story be different if it were written about a Saturday? (Bloom’s Application)

Closure:

Teacher will review with student the word patterns that were used that day, by looking for them in the story. She will then give the student stickers for his behavior chart, if they were earned, as well as prepare student for next visit.

Accommodations/Enrichments:

The student is pulled out for one-on-one instruction.

The book chosen for the student will also be below grade level, to meet his needs.

Reflection: