

Reading Lesson Plan
Date: January 29, 2021

Grade: First		Subject: Reading	
Materials: ai-ay wheel letter game page, spinner for more fun		Technology Needed: none	
Instructional Strategies: <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"/> Technology integration <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		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic Explain: This will be like a guided reading lesson but with ai-ay words that they were learning this week.	
Standard(s) 1.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.		Differentiation Below Proficiency: Students are grouped together by reading level. I will give guidance when needed. Above Proficiency: Students are grouped together by reading level. Approaching/Emerging Proficiency: Students are grouped together by reading level. *Students will be grouped according to their reading level already because this lesson will be during Daily 5 rotations. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The students will be able to see the word on their wheel. • Auditory: The students will listen to each other use the word in a sentence. • Kinesthetic: I will have students use their hands to stretch out the word if they do not know it. • Tactile: Students will spin a spinner for the words. 	
Objective(s) By the end of the lesson, students will be able know and apply grade-level phonics with using ai-ay blends to identify words in a sentence. Bloom's Taxonomy Cognitive Level: Knowledge			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students are working during Daily 5 quietly at a voice level of 0 or 1. • Students are already grouped by their teacher. • Students know when to transition to next Daily 5. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When others are talking, students are expected to NOT be talking. <ul style="list-style-type: none"> • When others are talking, students are expected to give full attention and listen. • Students will be working during Daily 5 so everyone will have a job to do and Daily 5 is quiet because they are practicing stamina. 	
Minutes	Procedures		
5	Set-up/Prep: *Print ai and ay wheel game. *Get out spinners to make it fun *Print out mini test of fill in the blank from multiple choice – summative assessment		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • I will have them bring their magnetic letters to make a few words using ai and ay, change the beginning sound to a different one but keeping the ai or ay the same. 		
5	Explain: (concepts, procedures, vocabulary, etc.) *We are going to play a game that has ai and ay words that you must write in what ai or ay blend they have.		
20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) *We will be in Daily 5 rotations, so the students will be grouped at their reading level. * I will use turn in talk to share what they think.		

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5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> *Ask what they learned. *Transition to next Daily 5 	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>Students will turn and talk during our group time and share their thinking with each other.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will have 5 short fill-in the blank statements from choosing a, b, or c, , so I can check for understanding. I will read them the statements; they will choose the correct word from A, B, or C.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I had done this lesson in a group and the students seemed to like that, I did as well. I had them start off with their magnetic letters and get certain letters off of their trays; then I had said a word and wanted them to spell it out with their letters. After a few rounds of spelling words with their letters. I had them put their letters away and I gave them the game of spinning the wheel and writing out what ai-ay word they landed on. They seemed to enjoy this activity and it helped to have the pictures beside the word. I had the students complete the summative assessment afterwards and they seemed to recognize what word was correctly spelled for that sentence it had above it.</p>		

Amy Steiner

ai-ay

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

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Summative assessment:

Name _____ Date _____

Directions: Choose the word that completes each sentence below.

1. Can you hammer the _____ ?
a. nall b. nail c. nay

2. Let's go outside and _____ .
a. play b. plai c. pula

3. We had to wait for the _____ to stop.
a. rain b. ran c. ring

4. I can't _____ to open my gift!
a. what b. wat c. wait

5. The dog was wagging his _____ .
a. tail b. tile c. tal

6. Grandpa _____ me to cut his grass.
a. pad b. paid c. payd