**UVU Lesson Planning Guide**

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| **Name(s):** | **Lesson length:** 30 minutes |
| **Grade Level:** 2nd | **Subject:** E.L.A |

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| **I. Standards (IC1, IC2 ,IC3)** | |
| **Utah State Core Curriculum Strand(s) and Standard(s):** | * **Standard 3.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills. * **Standard 3.R.10:** Identify and discuss the structural elements of different types of text when writing or speaking about a text. * **Standard 3.W.5:** Legibly write all upper- and lowercase cursive and manuscript letters. |
| **Utah Core Literacy or Math Standard (secondary only):** | N/A |
| **Summative (Unit) Assessment:** | The students will be given a word sort that contains a mix of 15 words that all have either ‘oi’ or ‘oy’ in them. For example, ‘boil,’ ‘toy,’ and ‘enjoy,’ etc. |
| **Learning Goal:** | Students will understand how to isolate and blend a variety of variant vowels independently and learn the process of reading them with ease and confidence. |

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| **II. Intended Learning Outcomes (IC1, IC2, IC3)** | |
| **Learning Objective/Target/Indicator:**  **(Know and Do)** | * Know: Which variant vowel to use * Do: Reading words that have 'oi’ and ‘oy’ in them   Spelling words correctly containing ‘oi’ and ‘oy' |

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| **III. Communication Skill (IP2)** | | |
|  | **Receptive:** | Students will identify and categorize variant vowel patterns ‘oi’’ and ‘oy’ in written and spoken words. |
| **Expressive:** | N/A |
| **Communication Support:** | N/A | |

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| **IV. Assessment of Student Progress (IC6)** | |
| **Lesson Pre-assessment:** | The students will be participating in a listening activity where they will need to be able to hear the ‘oi’ and ‘oy’ in spoken words. I will say 10 words, some containing ‘oy’ or ‘oi’ and some not and then the students will have to give a thumbs up if they think the variant vowel is in the word or a thumbs down if there isn’t. |
| **Formative assessments**: | The students will be given a fill in the blank exit ticket. For example: I played with my new t\_\_ yesterday. Word bank: toy, boil, book. The students will write the word that they think best fits the sentence. |
| **Final formative assessment:** | Students will be given a word identification worksheet that contains a variety of words, some containing words with ‘oi’ and ‘oy’ and some not. The students will need to circle the ones containing ‘oi’ and ‘oy.’ They will then take the ones they circled and sort them into two sections, words having ‘oi’ and the others having ‘oy.’ |
| **Re-engaging the learner/learners**  **(Additional supports or challenges)** | -Asking the student open ended questions about the lesson and their understanding of it.  -If the student is struggling with staying motivated, then provide reinforcement by using Jellybeans or other small candies for every question they answer correctly. |

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| **V. Preparation (IP8) (LL2, LL4, IC4, IP1)** | |
| **Students’ prior knowledge, skills and assets:** | -Knowledge of variant vowels.  -Being familiar with the rules of when to use each variant vowel within different words. |
| **Student preparation (if applicable):** | N/A |
| **Teacher preparation:** | Have materials ready for students, pencil, paper, whiteboards, markers and erasers. |
| **Technology integration (as applicable): IP8** | N/A |

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| **VI. Addressing Learners’ Needs (LL2, LL$, IP1)** | |
| **Differentiation/Individualization:** | Differentiate process for profile by allowing students to use communication devices to verbally answer and ask questions. |
| **Support for ELLs:** | * Oral and written instruction. * Guided practice. * Modeling. |
| **Accommodations/Modifications for IEPs/504s:** | Personal communication device. |

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| **VII. Instructional Procedures (including models of instruction, strategies, assessments, differentiation, transitions, etc.) (LL6, IC7, IP2, IP7)** | |
| **Models of Instruction** | 5E |
| **Engage** | The students will engage in a quick game of Hear That Sound where I will say  different words out loud and the students will give a thumbs up or a thumbs down  if they think they hear ‘oi’ or ‘oy’ in the words. |
| **Explore** | The students will engage in a word sort where they will each have 4 words  containing words with ‘oi’ and ‘oy’ and they will have to sort them into the correct  section. |
| **Explain** | I will explain to the students the spelling patterns of ‘oi’ and ‘oy.’ ‘Oi’ usually comes  in the middle of words and ‘oy’ usually comes at the end of words. |
| **Elaborate** | Students will use letter tiles to build words containing ‘oi’ and ‘oy.’ |
| **Evaluate** | I will use the final formative assessment that was created, the word identification  worksheet and then sorting them into ‘oi’ and ‘oy’ categories. |