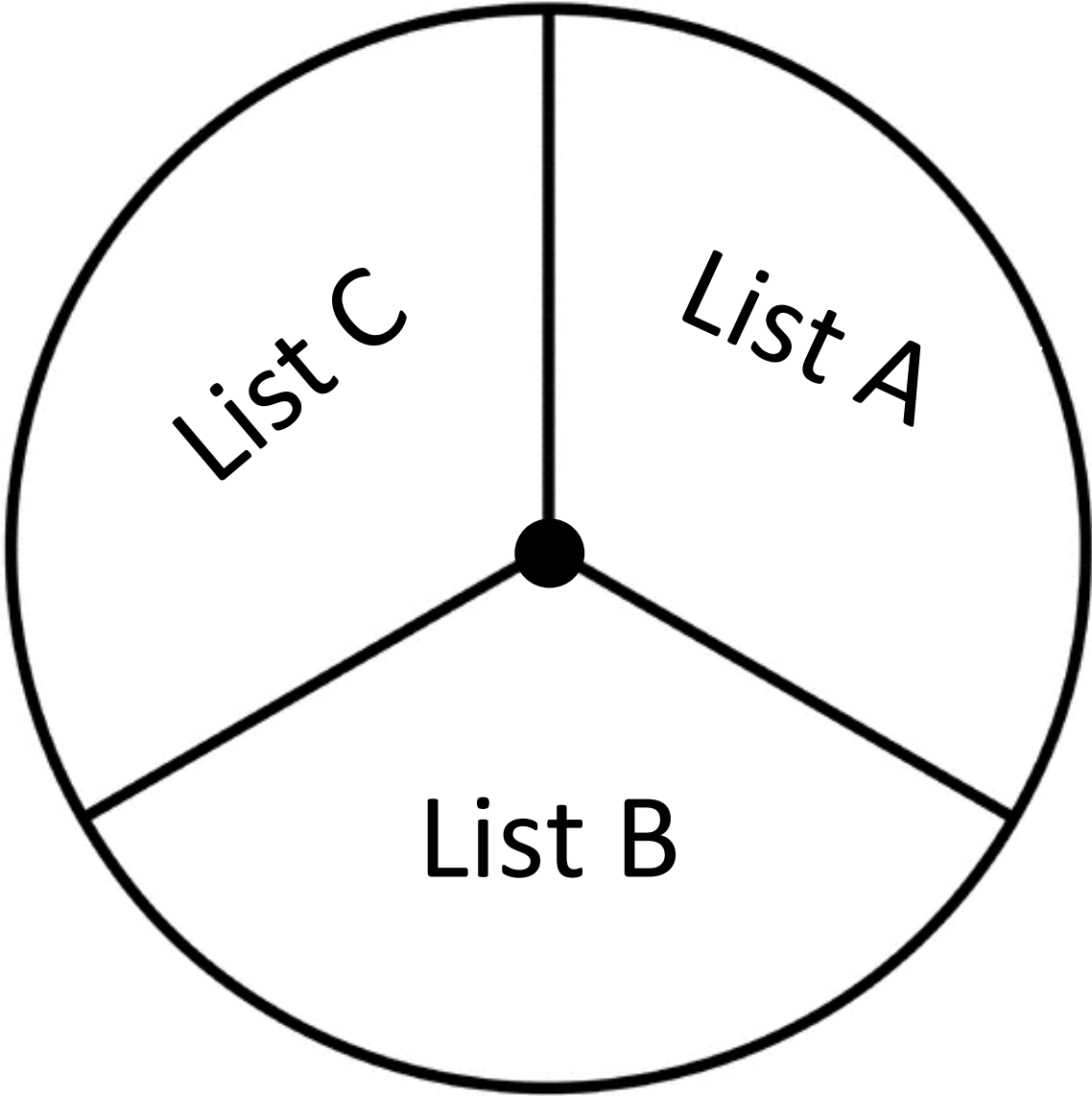


Language Arts Lesson Plan

Grade: 2nd		Subject: Language Arts	
Materials: fluency poster, activity sheets, spinner, pencils, paperclips, timer, phrase practice sheet (for timing)		Technology Needed: projector, timer	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input 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)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 2.RF.4ab Read with sufficient accuracy and fluency to support comprehension. Read grade level text with purpose and understanding. a. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Differentiation Below Proficiency: Students will be provided with more guidance. These students will focus on just the phrase shown on the paper and will not need to finish the phrase by adding words. Above Proficiency: These students will read the phrases and add their own words to the end to create a sentence. These students are expected to complete the most sentences fluently during the timed session with little to no mistakes. Approaching/Emerging Proficiency: These students are also challenged to add their own words once they feel comfortable with reading the simple phrases fluently. After completing the activity, these students can create their own complete phrases. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: projecting poster and other examples on the board • Auditory: reading poster and examples aloud, reading their own phrases aloud • Tactile: partner activity-hands on with the spinner 	
Objective(s) By the end of the lesson, the students will demonstrate their understanding of text through purposeful phrasing by completing a fluency phrase activity with a partner and reading phrases fluently and correctly within a certain amount of time. Bloom's Taxonomy Cognitive Level: Knowledge, Application			
Classroom Management- (grouping(s), movement/transitions, etc.) Students are expected to transition quickly and quietly when we move from the carpet to the activity and back to the carpet. Students will pair up with their bacon and eggs partner for the activity with no arguing. Students will sit SLANT at the carpet. I will use the "give me five" strategy if students are getting off task. Students at a voice level of zero while at the carpet unless called on or during turn and talks.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to participate during both large group and partner work. Students are to gently spin the paperclip around the pencil on the spinner during the activity-there should be no pencils or paperclips flying around or ending up on the floor. Students are expected to focus and participate throughout the entire lesson. Voices are off during the lesson, students are to raise their hand if they have something to say. Voice level of one during partner activity. Students are expected to take turns reading the fluency phrases.	
Minutes	Procedures		
3 minutes	Set-up/Prep: Print fluency poster Print phrase reading activity for each group Gather supplies (pencils and paperclips) Paper for anchor chart Set up projector		
2 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Can I have a volunteer to read this for me? "I study in school" Reflect with the class on how the student read the phrase (did he/she read it choppy or fluently) Explain what it means to read fluently (smoothly, without pauses) This should be read with fluency and not choppy This is an example of a phrase or phrasing which we will be learning about today. Give me a thumbs up if you have ever heard of the term phrase or phrasing		
15 minutes	Explain: (concepts, procedures, vocabulary, etc.) Sometimes we read groups of words together and these groups of words that go along together are called phrases. Do phrases have to be complete sentences? (No, phrases can be two or three words.) Words in a phrase sound right and make sense together.		

	<p>An example of a phrase would be “after the game” Can you think of an example of a phrase? Write on board: Turn in your homework! How do we read this correctly so it makes sense? Does it make sense to write it as: Turn in. Your homework. We have to say the words together as a phrase so it is fluent. Groups of words are called a phrase so when we read groups of words we call it phrasing. Good readers use phrasing to help their reading sound like talking so it is smooth and helps the text make more sense. Look at “The Candy Jar” poster This poster is made up of common words that we can recognize quickly and is made of phrases I will read the passage aloud, reading it correctly and fluently so the words flow together as a phrase, just as it should be Notice how it sounds like talking, like a conversation, when I read it Which group ate too much candy? I will read a few lines again but in a staccato type manner Does this sound fluent and sound like talking? Turn and talk to a neighbor about the two different ways that I read – how did it affect you as a reader (was it easier or harder to understand and follow one way or the other?) Remember we want to read these words as connected phrases because it makes the reading easier to understand If we read it like I did the second way, it makes the text seem boring and hard to understand what the author is saying Create phrasing anchor chart</p>
<p>10 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will get with their Bacon and Eggs partner for the activity I will model the activity in front of the whole class Each pair will get a handout of the phrase activity and will need a pencil and paperclip Student will spin the paperclip on the pencil on the spinner and whichever letter the end of the pencil is pointing to, the student has to read a phrase from the matching column to their partner-then mark it off-once students understand, they will finish the phrases by adding their own words Students will be reminded to read fluently and like they are talking Students will take turns with their partner While students are working with their partner, I will be calling groups up to me to practice fluency with different phrases while I time them</p>
<p>3 minutes</p>	<p>Review (wrap up and transition to next activity): Students will hand in their phrase paper and put the pencils and paperclips away Students quickly and quietly meet back at the carpet What is the skill called that we practiced today? When we read phrases, how are we supposed to read them? How can this help us as readers?</p>
<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>Finger ranking of students understanding Phrase fluency partner activity Making notes by assessing students phrasing skills and fluency by seeing how many phrases they can read correctly in a certain amount of time</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Recording the students reading fluency when reading to the teacher, and keeping track of the time Making sure to track their mistakes, punctuation pauses, inflection, and intonation</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I taught this lesson at the end of the day so it was challenging to keep the students focused. I had to use a lot of classroom management and attention getting strategies to get through the lesson. The students learned that fluency is important when reading and it helps make the story make more sense. The students seemed a little confused as to what is considered a phrase verses a sentence. I tried to explain that a phrase is a few words that make sense together. Next time, I would give more examples of phrases. The students were very engaged in the partner phrase activity, so this is something that I would consider doing again but would maybe make it more challenging or complex. I ran out of time due to it being the end of the day, so I did not get to time the students reading the phrases. Instead, I walked around during the partner activity and had the partners read “The Candy Jar” aloud like they were having a conversation. This way I could assess their phrase fluency.</p> <p>I have updated this lesson plan after reflecting on how the lesson went. I have made changes to make the lesson more effective and to increase students understanding and learning. I added the phrasing anchor chart to help clear up the concept of phrasing and what that means. I added more examples and would add more challenging phrases for the phrasing fluency activity.</p>	



The Candy Jar

Group 1: We came home. We found it here.

Group 2: This must be it.

Group 1: You must be right.

Group 2: Take a little. Only a little.

Group 1: That's very good.

Group 2: Kind of nice.

Group 1: I need more. Hand it over.

Group 2: Think before you act!

Group 1: I need help. I don't feel well.

Group 2: I know why!

Group 1: Same time tomorrow?

Group 2: Same time tomorrow!

Group 1 and Group 2: Home, sweet home!

Speed/Pacing

Pausing

Inflection/Intonation

Phrasing

High-frequency Word Phrases

Expression



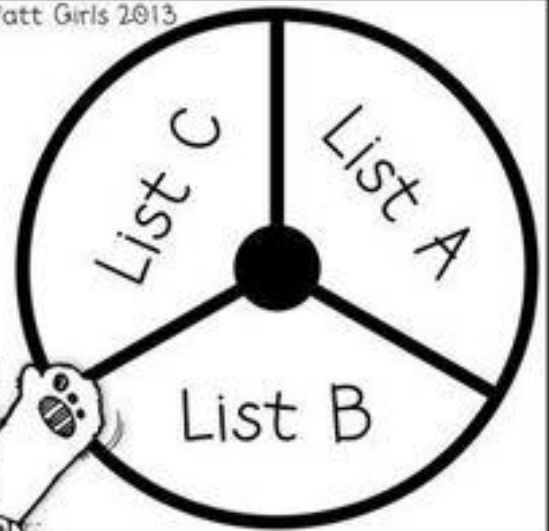
Name _____

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Spin and Read a Fry Phrase!

Game Board #1

Directions: Spin the spinner with a pencil and paper clip. Read a phrase from list A, B, or C that matches your spin on the spinner. Check off the phrases as you read them.



List A	List B	List C
<input type="checkbox"/> The people	<input type="checkbox"/> How many words?	<input type="checkbox"/> Could you go?
<input type="checkbox"/> Write it down.	<input type="checkbox"/> Part of the time	<input type="checkbox"/> One more time
<input type="checkbox"/> By the water	<input type="checkbox"/> This is a good day.	<input type="checkbox"/> We like to write.
<input type="checkbox"/> Who will make it?	<input type="checkbox"/> Can you see?	<input type="checkbox"/> All day long
<input type="checkbox"/> You and I	<input type="checkbox"/> Sit down.	<input type="checkbox"/> Into the water
<input type="checkbox"/> What will they do?	<input type="checkbox"/> Now and then	<input type="checkbox"/> It's about time
<input type="checkbox"/> He called me.	<input type="checkbox"/> But not me	<input type="checkbox"/> The other people
<input type="checkbox"/> He has it.	<input type="checkbox"/> Go find her.	<input type="checkbox"/> Up in the air
<input type="checkbox"/> We had their dog.	<input type="checkbox"/> Not now	<input type="checkbox"/> She said to go.
<input type="checkbox"/> What did they say?	<input type="checkbox"/> Look for some people.	<input type="checkbox"/> Which way?
<input type="checkbox"/> When would you go?	<input type="checkbox"/> I like him.	<input type="checkbox"/> Each of us
<input type="checkbox"/> No way	<input type="checkbox"/> So there you are.	<input type="checkbox"/> He has it.
<input type="checkbox"/> A number of people	<input type="checkbox"/> Out of water	<input type="checkbox"/> What are these?
<input type="checkbox"/> One or two	<input type="checkbox"/> Did you see it?	<input type="checkbox"/> If we were older
<input type="checkbox"/> How long are they?	<input type="checkbox"/> A long time	<input type="checkbox"/> There was an old man
<input type="checkbox"/> More than the other	<input type="checkbox"/> We were here.	<input type="checkbox"/> It's no use.
<input type="checkbox"/> Come and get it.	<input type="checkbox"/> Have you seen it?	<input type="checkbox"/> It may fall down.