

Teacher	Marie Kempf	
Grade:	2nd	
Content Area:	English Language Learning	Number of Students:20
Unit Title:	Morphology	Time: 30 minutes
Lesson Title:	Doubling/suffixes	

Lesson Learning Focus
<p>Big Idea and/or Essential Question: Students will listen, speak and write sentences using verbs ending in ed.</p>
<p>Common Core State Standards (CCSS) <i>Select One for each lesson</i></p> <p>2-3.10 An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>
<p>Learning objectives: Learners will comprehend story through making predictions and reflecting on how the story compares to their experiences. Learners will use accurately phonemes to pronounce title word Otis. Learners will participate in speaking and writing of opinion.</p>

Key Vocabulary
<ul style="list-style-type: none"> ● Content- Obligatory (New/Recycled): Otis, tractor, farm, cow, work ● Content- (Compatible) Friends, help, mud pond, home . ● Collocations: his farmer ● Grammar Structures: 3rd person "He" narration ● High frequency: The, calf, tractor
Learning Target
<p>Learners will make predictions about the story by participating in a picture walk. Learners will listen, speak and learn to read the title word by phoneme segmenting. Learners will be able to express what they see and feel about the text through writing/drawing.</p>
Learning Tasks
<ul style="list-style-type: none"> ● Listen and make predictions about story ● Learn to read title words ● Draw/write a picture of your heart and how the story made you feel ● Answer questions about key details

Assessments		
How will you know and document the extent to which students make progress towards the objective(s)?		
Assessment	How	Expectations
Prior Knowledge and Readiness for Lesson	Title words and Picture walk	Learners will listen and learn the correct pronunciation of the title words. Learners will make predictions based on title and images throughout the book.

Reflection During Lesson	Formative assessment of students understanding and connections.	Learners will express their individual experiences related to details in the text.
During Lesson Formative Assessment	Students retell the story by answering “why are” and “why is” in think, pair, share questions.	Learners are retelling key details. “Why is the calf sad, why is Otis sad? Why are there so many people trying to help Otis?”
Final Summative Assessment	Students write/draw how the story made them feel.	Learners will draw their heart and write key words and pictures describing how the story made them feel.

Lesson Instruction Sequence		
Section of lesson approx. time	Step-by-step transition and expectations	Rationale- “Why” CCSS/Strategy
Anticipatory Set “Hook” 5-8 minutes	<p>Teacher should be standing while students are seated viewing Smartboard or projection of book from document camera.</p> <p>Picture Walk: Start by modeling the cover and asking students what the book might be about. Ask learners: “What do you see?” Phonetically pronounce the title Otis. Ask learners to repeat. Ask what other words start with the sound /o/. Use content obligatory vocabulary tractor, calf, farm. Briefly show the images on the pages asking students what they think is going to happen.</p> <p>Transition back to beginning of the book.</p>	<p>Students should see the text and images blown up large scale.</p> <p>Picture walk fosters prediction making and students become engaged with the text: activates prior knowledge, students will see what according to their schema. Students will be exposed to key vocabulary.</p> <p>ELP Standards: 1.1 Level 4 Students are using prediction strategy to identify main topics. Phonemic awareness drills help with pronunciation.</p> <p>Repeating the story multiple times from varying degrees differentiates for a variety of learners.</p>
Read-Aloud and Student Reflection 20 Minutes	<p>Give students encouragement about their predictions and say “let’s find out” and begin reading the book. Scaffold the sequence of events and vocabulary by modeling the text: “every day Otis and his farmer worked together” (point to another person mimicking asking to work together).</p>	<p>Encouraging students creates a positive classroom climate. Students feel like they are apart of the lesson as if they are viewing a skit or play.</p> <p>Modeling with gestures and realia helps students visualize and interpret key ideas and vocabulary in a meaningful way.</p> <p>Scaffolding by repeating key vocabulary helps students</p>

	<p>Continue reading and scaffolding: ask students questions about the pictures, incorporating vocabulary. “How do we know he is a friendly little tractor?” Scaffold by pointing to Otis facial expression and repeat answers.</p> <p>Ask questions about the character in the books emotions “How do think Otis feels?”</p> <p>Ask about images. Ask students to compare their predictions to themselves. “Can you think of a time when you felt this way?”</p> <p>Put accent on key vocabulary by repeating and pronouncing phonemes regularly.</p>	<p>understand your expectations of words that are important in the lesson. Learners are retelling key ideas and vocabulary.</p> <p>Slow and enunciated language strengthens learners vocabulary, pronunciation and phonemic awareness.</p> <p>CCSS. ELA-1.1 Literacy: Learners are purposefully answering questions about key details in a text. ELL learners are exposed to higher level thinking, purposeful questions “how do you think Otis feels?”</p> <p>Continually repeating information helps ELL grasp key vocabulary, sequence of events and hear proper pronunciation.</p> <p>Students are speaking, listening, and reading.</p> <p>CCSS-ELA-Literacy 1.1 Students are purposefully asking and answering questions about key details in a text.</p>
<p>Monitor Comprehension and reflection through think, pair, share 10 Minute</p>	<p>Ask students engaging questions to monitor comprehension and reflection. “What is Otis?” “Who is the calf?” “What happened on the farm?”</p> <p>After asking questions fostered around key vocabulary, tell students your favorite part of the story, modeling why. “I loved when Otis rescued his friend the calf. It made me feel happy.”</p> <p>Have students first think about their answer, share with a partner, and then raise their hands and tell you their favorite part or character of the story.</p>	<p>Asking engaging questions helps students remember key details of the story.</p> <p>Modeling an example helps students understand the expectations of what the kind of work I want from them. It also helps visual learners make vocabulary connections to food and eating.</p> <p>Assessing vocabulary understanding and differentiating when necessary is crucial for tracking progress and keeping all learners engaged.</p> <p>Sharing with your neighbor practices speaking and vocabulary use in a collaborative way.</p>
<p>Draw/Write Final Assessment 10-15 Minutes</p>	<p>Once students have discussed the story, explain the final writing/drawing assignment.</p> <p>Draw a heart on the board explaining to students this is how the story made me feel. “In my heart I’m</p>	<p>Repeating the ideas in the story scaffold for students final assessment.</p> <p>Having the students see the process of the activity while being involved,</p>

	<p>drawing two hands holding each other and next to it, the word friends. I feel happy that Otis and the Calf are friends. I'm also drawing a pond with the word rescue and help. I feel joyful that Otis rescued the calf." Leave example on the board.</p> <p>While passing out blank paper and colors, ask students to draw "How did the story make you feel? Remember to include words and pictures." Ask for some students to offer their ideas to help motivate other students thinking and scaffold expectations.</p> <p>Collect writing at end of lesson.</p>	<p>will help them understand the expectations of the assessment.</p>
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Student Support/ Differentiation	
<p>How will you provide successful access to the key concepts by all of the student at their ability levels?</p>	
<ul style="list-style-type: none"> ● Supports ● Scaffolds 	
<p>Multiple examples and in-depth explanation for each section of the lesson help ELL learners understand the context, language, and purpose of the activities. Students are asked meaningful questions to keep engagement. Learners are asked to repeat things back to practice pronunciation. Learners are supported using thumbs up and raise your hand. All students are involved. English Language Learners will do well if I speak with enunciation and at a constant pace. Modeling using hand gestures and acting things out helps ELL make connections with the language in a visual way. The idea I had with my lesson is designed to be like a tv show. Concepts are repeated, images, modeling, and interactive materials are included, and I use my "teacher voice" the entire lesson. Hopefully, behavior management will be minimal since they are engaged and participating continuously by answering my questions, communicating with each other, and working on material they have a context for. I point to the characters emotions and accent key details so students understand what the purpose of the questions are.</p>	
What Ifs	
<p>Be proactive and consider what might not go as planned; what will you do about it? Where in your lesson may students need extra support or clarification?</p>	
<p>Students may become bored as I read the book and listen to each others responses to the questions. I will keep questions short and concise asking for only a few volunteers each question. I will have students stand up and move around the room periodically, acting out Otis and the calf's character behaviors. If students do not know what to draw in the summative assessment, I will have to differentiate, allowing them to use the book and look at other students examples. If students don't want to color or run out of time to finish their assessment, I will have them pair with somebody who is finished and have them listen to their drawing and respond with questions.</p>	
<p>Are there additional supports for specific students, ELL, IEPs, 504, TAG?</p>	

Students who are on IEP's can sit closer to the board. TAG students can help others when they are finished with drawing/writing assessment. TAG students can help brainstorm and spell words for students still finishing assessment.

Resources and Materials

"Otis" By Loren Long

Document camera or SmartBoard (SB requires digital copy of book)

Blank white paper and markers/colored pencils

Whiteboard for teacher examples