

7: 2nd ELA Word Endings PreInterview

Speaker 1: This lesson follows our curriculum, so it's a little bit less flexibility in regards to content that I can teach but there's a lot of flexibility with how I deliver instruction. I like to do a lot of small groups and involvement with peers, so that they can practice independently and we can also proactive as a whole group. This lesson is from our unit 6, week 3 "Reading Street Scope and Sequence". There's already provided vocabulary and spelling words, phonic skills, and comprehension.

At the end of the week, there will be a formative assessment to see how well they can utilize those skills and a task. Today, we're going to be practicing those 3 areas. There's phonics, there's vocabulary, and comprehension. This week, they have a vocabulary ... All the vocabulary words are usually focused on the story. Then the phonics this week is ending, common endings. The comprehension strategy is drawing conclusions.

Today, in our centers, we're going to be mainly focusing on vocabulary and phonics and how they can use them independently. Then the instructional conversation I'm going to have with students, we're going to be diving deeper into phonics, and looking at each word and helping students understand how to read it and how to spell it because the phonic skill's also the fluency component and the spelling component.

[00:02:00] The follow up to my group is going to be then being able to decode words independently with their group. That's an independent center. Another independent center is going to be Alexia iPad center where they are going to work on ... It's differentiated. Every student has their own goal in the program, so it's a computer based web intervention that students can work on skills that they need to work on. They each have their own. It's individualized so they each have their own kind of targets they're working on.

Then, the last center, the fourth center is going to be a vocabulary center where they are going to draw and write sentences about their vocabulary words that we can display on our literacy wall.

Learning outcomes are students will be able to read and write their spelling words and fluently within a text read and identify those words, and kind of thinking about their own thinking about how their decoding them. Then, the vocabulary is for also fluency because they are sight words. They're [their 00:03:31] sight words, and they also need to know what they mean. That target is being able to use them in a closed type of sentence but also showing that they understand it within a sentence.

Vocabulary cards are going to be big on that, and also being able to implement their [00:04:00] fluency. At the end of my center, we'll go through each word and make sure that they can read them or if they're still working on decoding them, we'll work on decoding those words and give them strategies for how they can use that in the fluency center. We give a formative assessment at the end of the week that they can show me

that they understand each of those areas but for today the check for understand is going to be the vocabulary cards and the fluency practice.

The big questions are the learning targets. It's really important for students to understand what they need to learn. At the beginning and end of every lesson, we brief and debrief about what they are learning so that they're constantly thinking about the end goal within the lesson. At the beginning of the lesson, they understand what they're going to be doing and what they're going to be learning. At the end of the lesson, they should be able to tell me what they learned and the outcome.

Centers are small groups. It's really a lot easier to make sure that students are engaged or to show that they are engaged because they'll be in a smaller group and they'll be able to work together. They love centers, so that's kind of an incentive whenever we have centers. It's because they earned it or because I want them to enjoy learning, and it's kind of fun. Yeah, they'll be moving around. They'll be rotating groups and talking to each other, and we'll be discussing how we work in groups beforehand so that they know the expectation.

It's authentic because [00:06:00] they get to create their own vocabulary sentences and draw their own pictures. That's kind of being able to ... That textile type of outcome. Also, in my group, we're going to make flashcards and manipulate the words and sort them. We'll use a lot of visuals, color coding. Then, it's also authentic because they will be reading in their decodable readers and being able to work together in a group.