

READING & PHONICS LESSON PLAN

Name:	Date:	Subject Area & Grade:
Nikolette McAndrew		Reading & Phonics — 2nd Grade

PLANNING

My Instructional and/or Management Goals for This Lesson:

Classroom routines will support smooth transitions, active engagement, and respectful participation during phonics and reading activities. Students will demonstrate understanding of open and closed syllables through guided practice, discussion, and application in reading tasks. Students will also identify the main focus of the text and locate key details that support and connect to the main idea.

Standard(s): (MDE, grade level, or CCSS)

RI.02.02 – Identify the main topic of a multiparagraph text and the focus of specific paragraphs within the text.

RF.02.03.F – Decode compound words. (Directly aligned to UFLI Lesson #67A)

RI.02.04 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Materials I Need for This Lesson:

- Closed reading books
- UFLI book
- White boards
- markers
- erasable highlighters
- pencil

Curriculum slides are linked here —

<https://docs.google.com/presentation/d/1KEPxb-WGyprUpBEMV8TC216O4E50UhAB/edit?usp=sharing&ouid=100846893175534013701&rtpof=true&sd=true>

LEARNING TARGETS

Skills/Content Taught in Lesson:

- Recognizing, reading, and forming compound words (UFLI Lesson #67A)
- Breaking compound words into smaller meaningful parts to support decoding and comprehension
- Applying phonics and vocabulary strategies to read connected text
- Identify the main focus of specific paragraphs within a text.
- Identify key details that support the main focus of specific paragraphs within a text.
- Ask and answer questions to demonstrate understanding of key details.
- Share ideas with a partner.
- Identify main topic and details in a familiar text to demonstrate understanding.

Goal for Students:

Identify the main focus of the text

Identify key details that correlate with the main text

Identify new vocabulary terms within a text

Read and accurately decode compound words

Use knowledge of compound words to determine meaning in both isolated words and text

Previous Assessment Reviewed Ahead of Instruction:

Review of students' recent reading comprehension checks focusing on main idea and details

Vocabulary assessment data from previous lessons

Most recent UFLI decoding checks (accuracy, blending, and decoding trends)

Notes and observations from small-group phonics instruction

Student-Friendly Target(s): (*"I can . . ."*)

I can identify the main focus of a text.

I can find key details that support the main focus.

I can explain what the words *nature* and *shallow* mean.

I can read and understand compound words.

I can break compound words into two smaller words to help me decode and understand them.

CLASSROOM MANAGEMENT**Positive Behavior Strategies, Techniques & Tools:**

Positive reinforcement — Give reinforcement to students like, "I love how you are doing this" "Thank you to my friends who are staying quiet."

Clear instructions — Give clear instructions for each part of the lesson. Check for students understanding before they start the activity.

Engaging tools — Use of expo markers, the students LOVE to use these! It makes them excited for UFLI lessons. Also I sing during blending board which they absolutely love!

Gentle reminders for behavior — "Remember to be reading outloud so I can hear your beautiful voices!" "Make sure you are following along!"

Plan for students who may struggle with social interactions, focus or emotional regulation:

Flexible seating — wobble/ bouncy chairs

Check ins — Ask student with EI questions like —Are you feeling safe to learn? Are you in control of your body? Do you need a squeeze?

If student is shut down, leave him. Do not touch him.

Break options — Calmdown corner with mind-board for five minutes or walk?

Fidgets — Our student uses a pipe cleaner

If shut down - do not touch or talk to student

give student 5 minute timer and walk away. If student becomes violent, call for tier 3 behavior.

INTRODUCTION

Generate Interest/Hook the Learners:

Blending board with singing - I sing when we have blending board which is every other day, this is how we start our lesson and it really gets the student engagement up!

Our short story is also about habitats which is something the students are researching right now so this should excite them!

Connections to Previous Lessons or Skills:

Students have previously practiced identifying main idea and key details in short texts.

Students have learned how to break words apart into syllables and meaningful units.

Students have engaged in UFLI lessons involving decoding multisyllabic words, which connects directly to understanding compound words.

Students have learned strategies for using context clues and vocabulary knowledge while reading.

Review for Learners: (Who Might Lead the Review?)

Teacher will review —

- What a syllable is
- What a main idea is
- What key details are
- Teacher will also make connection to habitats in our writing research project and our science lessons!

Communication of “I Can” Statement/Learning Targets: (How might this be active vs. passive for students?)

Teacher posts the “I Can” statements and reads them aloud. Student will mimic the sentences after the teacher.

INSTRUCTIONAL SEQUENCE

1. Phonological Awareness

/ʌ//p/(ʌp) /h/ /ī/ /1/ (hill) up-hill (uphill) /s/ /ū//n/ (sun) /s/ /ē//t/ (set) sun-set (sunset)
Segment upset (up-set) up (/ū//p/) set (/s/ /ē/ /t/)
himself (him-self) him (/h/ /ī/ /m/) self (/s/ /ē/ /1/ /f/)

2: Visual Drill

I show you the letter you tell me the sound!

3. Auditory Drill

I am going to tell you the sound, you will tell me the letter!

4. Blending Drill

up → cup → cap → cat → bat - back → pack → rack → rock → lock → log → dog → dig → dim → him → hill → mill

5. New Concept SCRIPTED FROM UFLI

A syllable is a word or part of a word with one vowel sound. A syllable can be pushed out in one breath. Your chin will usually drop slightly as you say each syllable in a word.

We have learned about closed syllables. Closed syllables have one vowel followed by one or more consonants.

The vowel sound in closed syllables is short.

Remember, the short vowel sounds are /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/. An example of a closed syllable is sun.

In the syllable sun, the vowel, U, is followed by one consonant, N, so the vowel sound is short.

We can combine two closed syllables to make longer words. When these longer words are made up of two smaller words, we call them compound words. Let's practice reading compound words.

See lesson slide deck for visual aids to practice the words sunset and stepdad

1. The first part of this word is sun (show card).

2. The next part of this word is set (show card).

3. If you put them together (slide cards together), you get the compound word sunset. What is the word? (sunset).

4. The compound word sunset has two smaller words that are closed syllables, sun and set.

When reading compound words with two closed syllables, first we read the first word or syllable (step).

Then, we read the second word or syllable (dad). Last, we blend the two words or syllables together to read the word (stepdad). Continue modeling with "I do" words during reading practice (e.g., hot-dog, hotdog).

Read:

I do: hotdog, handstand

We do: Itself, cannot, uphill, backpack, bulldog, suntan, sandlot, sometimes, something

Spell:

I do: bedrock

We do: upset, himself, bathtub

End of Lesson 67a Day #1

Reading Lesson —

Short Read - Habitats Around The World

- Identify main focus of the text
- Identify key details that correlate with the main text
- Definitions to nature and shallow

Vocabulary

Nature - nature includes everything in the natural world that is not made by people.

Shallow - an animal moves its paws in shallow water. Something that is shallow is not deep

Closed reading booklet with teacher notes is here — https://docs.google.com/document/d/1N24MyW_np9Vf9dvyLAH58a8MQmZuJQWxM1PFoumHGRQ/edit?usp=sharing

Questions and the curriculum's main focus are listed below —

Paragraph 1-2

What does the introduction do for us?

Can we get our main idea from our introduction?

Write in closed reading book — Main idea - different animals and plants around the world live in natural places called habitats!

Paragraph 3-4

What are we learning about here? Grasslands

Which sentence describes what a grassland is like? Highlight the sentence you think describes a grassland!

Write in closed reading book — Grasslands are large flat areas of land covered in grass that can cover 1000's of miles

Paragraph 5

We just learned about a specific grassland in Africa called... A savanna.

Write in closed reading book — A savanna is a grassland in Africa that has a long hot dry season

Paragraph 6

Write in closed reading book — The rainforest is very hot/ rainy, and has unique plants and animals.

The rainforest gets 400 in of rain per year! Here in Michigan, we only get about 30-38 in per year!

Paragraph 7

Write in closed reading book — Coral Reef is in the ocean, made up of tiny animals called coral, and other animals live in the coral reef.

Main Topic		
Paragraph	Key Details	Focus of Paragraph
Different habitats around the world		
Paragraph 3	Grasslands are found all over the world.	an introduction to grasslands
Paragraph 4	A grassland is a flat, grassy habitat that can cover thousands of miles.	what grasslands are like as a habitat
Paragraph 5	A savanna is a grassland in Africa that has a long, hot, dry season.	what savannas are like as a habitat
Paragraph 6	A tropical rain forest is hot and rainy... A lot of rain falls... Many different types of unique animals live in these habitats.	what rain forests are like as a habitat
Paragraph 7	A coral reef is in the ocean. It's made of very tiny animals, called coral. Hundreds of other types of animals live there.	what coral reefs are like as a habitat

Once we have read through the short story and annotated it, students will take out the notebooks and answer our **reading question**

From the habitats today, which one would you want to live in?

Make sure to remind students to use their closed reading notebooks to help they describe the habitat!

CHECK FOR UNDERSTANDING

Questions to Check for Understanding & Redirect Students during Instruction (list questions and how you interact with a variety of students):

- What did we just learn in that paragraph?
- What do you think the main idea is?
- Do you have any questions about what we just read?

UFLI - Compound Words

- What two smaller words do you see inside this compound word?
- For students who struggle, cover half the word at a time.

Nonverbal Checks or Self-Assessment Strategies:

Read-along Pauses:

Students will read the next word when I pause so I can ensure they are all reading along with me! This is a great tool to check for students engagement

Erasable Highlighter Check:

- Students highlight answers to prompted questions directly in the text.
- If a student highlights the wrong sentence, they can erase and correct it quickly with teacher guidance.

Nonverbal Signals:

- Thumbs up/sideways/down

Formative Assessment of Learning Target(s):

Students will —

Identify the main idea of the text

Identify and describe the key points of the text

Define and identify new vocabulary words in a text

Identify and write the two smaller words in a compound word during small-group or whole-group practice

CLOSURE

Review of learning target(s) and “I can” statements (How might you make this active vs. passive?)

READING

I can identify the main idea of a text.

I can find key details that support the main focus.

I can explain what the words *nature* and *shallow* mean.

UFLI

I can read and understand compound words.

I can break compound words into two smaller words to help me decode and understand them.

Big Take-Aways to Highlight:

READING

- The main idea tells us what the text is mostly about.
- Key details help support or prove the main idea in our text.
- Understanding vocabulary (like *nature* and *shallow*) to help us understand the text better.

UFLI

- Compound words are made of two smaller words.
- Breaking compound words into smaller parts will help us when we are reading.

Connections to Future Learning or “Where We’re Going Next”:

READING

- Students will continue building comprehension strategies by identifying main ideas and details in longer texts.
- Students will apply these skills in both informational and literary reading passages.

UFLI

- Upcoming UFLI lessons will expand compound word practice into more complex multisyllabic words.
- Students will use these decoding strategies to support fluency and comprehension in small-group reading and independent reading.

DIFFERENTIATION

May occur through the content, the process, the product, or the learning environment

Accommodations/Resources to Support Struggling Students:

- Visually showing student where we are at in our reading - I walk around and point to the word we are on or I stand up at the board and use my pointer
- Modeling what students should do
- Breaking down the text and going at a good speed for all students

Language Accommodations/Resources for Emergent Bilingual Learners:

- Visual supports
- one on one teaching
- at home work and practice.

Enrichment or Challenge:

Using our short story for research in the independent project or writing project

Technology to Enhance this Lesson:

Blending board - UFLI foundations toolbox! We just started to use this!
Google classroom read-alouds for students who need to read the passage another time

ASSESSMENT

Evidence of Learning: (How do I know students understand or can do now?)

- Students can identify the main idea of the text
- Students can identify key details of the text
- Students can identify and pronounce compound words

Formative Assessment to Inform Future Instruction:

I take the students work books after school to see if they followed along and annotated
End of reading question — From the habitats today, which one would you want to live in?
Make sure to remind students to use their books to describe the habitat that they choose!