

Belinda Boblett
BME 530
Lesson Plan

Secret Word **(Grade Level: second grade)**

Introduction:

This lesson will be introducing the students to stimulate children's minds, in phonics through hands-on, minds on phonics. It is necessary for students to know how words work.

AZ State Standards:

R-F1. Use phonetic skills to decode words.

PO 1. Decode words in context using beginning, middle and final letter/sound relationships.

Behavioral Objectives:

The main objective is to instill in students an understanding for making words. They are given a limited number of letters for this lesson nine letters. They are guided to make words in a sequence that helps them discover patterns. The pattern is beginning sounds using blends (tr and fl).

Students will be able to:

1. Manipulate letters to make words as directed by teacher.
2. They will make words using cut out letters with lowercase letters.
3. Because making small changes to the previous word makes most words, students quickly learn to fix an incorrect word so they can make the next word.
4. Figure out the secret word at the end of the activity. Trying to figure to how all the letters could spell a word engages their mind in some wonderful thinking about how letters, sounds and words work.

Anticipatory Set:

1. Ask students for their attention and begin discussion by asking them what they know about letters in their names.
2. Listen to student's responses and ask who can make a word using the letters in their names.
3. For those who can make a word ask them to write it on the board this opens the mind to think how words work.

Teacher Input:

The teacher will start a discussion on making words. The teacher will give everyone a bag of nine letters. The teacher will ask each student to place the letters in order as per her example on the overhead projector. Teacher will then proceed with the activity. Teacher will tell students what word to make. Teacher will find student who quickly makes word correctly, and sends student to make it with the overhead tiles at the projector. The last word in the activity is the secret word, a word that is made using all the letters. The word (butterfly) will tie into the thematic unit on Insects.

Script:

Teacher: Does everyone have a bag of letter?

Students: Everyone should say yes.

Teacher: Ask students to take out letters and place them on their desk.

Students: Thumbs up if your ready to start the activity.

Teacher: Turns on the overhead projector and lays out the letter tiles. Asks students to layout their letters the same way in the same order as the teacher (**e, u, b, f, l, r, t, y, t**).

Students: Place letters in the order teacher has instructed.

Teacher: Ask students to hold up the letters **t** and **r** telling them many of the words they make today will begin with letters **tr**. Repeat this as they hold up **fl**.

Students: Hold up cards.

Teacher: Checks around room for understanding.

Teacher: Proceed with activity building words, lets start with a three-letter word, **fly**.

Read a sentence out loud with the word in it. **Did the ladybug fly away?**

Students: Make the word **fly** with their letter in front of them.

Teacher: Ask the first student to spell the word correctly to come up to the projector and makes the word for the rest of the class to see.

Student: Come up to projector and makes the word **fly**.

Teacher: Proceeds with activity call out words that students can make using the letters on their desk each time increasing with difficulty to make a 4 and 6 letter words up to the final secret word using all the letters.

Teacher: Tells students it now time for the secret word kids like this part. Teacher tells students it's a compound word that uses two of the words we made today (fly, but).

Walk around the room to see if any of the students are close to solving the secret word.

You can proceed with a clue: **A caterpillar turns into a? (butterfly)**. This clue will be familiar to students because they have had studied in the thematic unit Insects about a butterfly.

Students: Will shout out they know what it is and are called on to come up front and make the words on the overhead projector.

Teacher: Reviews the words with students reinforcing beginning letter sound for (fl and tr).

Modeling the behavior:

Teacher will call on students to pick up their bag of letters. Students will place letters on their desk as per instructed format of placing words. Teacher will model how to place letter in order as per on overhead projector and make a word using a students name before beginning the activity. Teacher will ask students if they have any questions before starting activity.

Check for comprehension:

Teacher will question students on what the letters will be used for. Teacher will explain that the words are to stay with them through the whole activity.

Guided Practice:

Teacher will demonstrate on overhead projector how to move letters around to make a word. Students will practice using their letters own their own.

Closure:

Students will have access to letters at the word center box. They will be able to make words; this will help build their vocabulary as well.

Assessment:

The students will be assessed through self-evaluation and in class participation building words. I will assess students by walking around during the lesson to check for understanding and completion of words.

Resources and Materials, book, phonics objective:

Book: Systematic Sequential Phonic They Use, by Patricia M. Cunningham.

Word tiles: Lakeshore and Monkey play stores

Phonic Objective: Exploration into how words work.

Materials: Overhead projector, letter tiles, paper cut out letters.

Modification for students with disabilities:

Modifications would include grouping student with a partner. Student will have peer tutor to help with secret word activity.

Technology:

Not Applicable.

