


# The Lesson Plan Construction

## How do you construct a lesson plan

It does not have to be perfect, but do not wing it, too risky – put some time into it. I usually write a simple plan on one page, to make sure I do not overdo it. At the end of the lesson, I put a check mark next to goals completed. I write notes on any points that came up during the lesson.

date: \_\_\_\_\_

Focus: 1. r-affected vowels  
2. vowel digraphs, ee

<u>Plan</u> 1. Review - 2. Teach new rules 3. Practice HF and tricky words 4. Spelling and handwriting 5. Read decodable books 6. Write short summary	<u>Warm Up</u> 1. Alphabet 2. Clusters 3. ch, sh, th	<u>New Rule</u> 1. AR OR UR 2. vowel digraph ee	<u>Spelling - Handwriting</u> 1. Practice handwriting chart 2. Spell high frequency words	<u>Strategies</u> 1. Give praise e.g., "I like..." 2. Give choices 3. Give points for completion
	<u>High frequency words</u> Set 1	 <u>Tricky words</u> Set 1	<u>Read Decodable books</u> 1. Pam 2. Get the vet 3. Ned	

Comments \_\_\_\_\_

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Here are the main things for a lesson-

**Warm up** – 10 minutes –use your charts to revise previous learning, e.g., 26 letter sounds, consonant digraphs, consonant clusters, “tricky” words.

**New phonics rule** –20 minutes – e.g., EE vowel digraph–explain that when reading, the EE digraph nearly always has the /ee/ sound - use the EE chart with FEET, SHEEP, etc. Check they know the meanings of the words – e.g., “Which word in the list makes a loud noise?” (answer = beep).

**Reading** – 10 minutes – together, read a decodable book that focuses on EE. If you have no decodable books, write your own.

**Writing/Spelling** 10 minutes– Ask students to use some of the EE words on the chart to write a story. **Review** – 5 minutes - students write a short review of the lesson–what they did, what they liked. The review is feedback for you as well!

# What do you think of ability groups in the classroom?

I don't think it is necessary. My observations of beginner readers working in ability groups is that much of the time the lower students are doing irrelevant things like colouring in. Even when they are doing reading activities with the teacher, they are low-level like memorising flash cards or reading a very easy book that does not challenge them. The teacher may ask them to make alphabet letters in sand or clay, or cut out letters in cardboard. It seems like busy work. It is great if you are in the top groups, the good readers read books with the teacher and discuss story plot– but not so good for the bottom group. Students know they are in ability groups even if you try to hide this by using animal names like monkeys, elephants, penguins, and tigers. Ability groups are discriminatory. The research says it increases inequalities within the classroom. To me, the solution is if the teacher teaches everyone at once. If there are groups, then make them mixed ability and everyone does the same activity at once. In a mixed group, students can help each other. In one classroom, a teacher had “class rules” – one of those rules was “we will look after each other.” That seemed a great idea to me. We need to make the most of our precious teaching time, not let it slip away.

Prof. Tom Nicholson