

Lesson Outline – Tricky Words, Grade 2 ESL/EAL

Introduction (10 minutes)

Warm-Up Activity:

Greet students and engage them with a quick review of previously learned sight words. Show flashcards and ask students to read them aloud.

Introduce today's topic: "Tricky Words," explaining that these are words that don't follow standard phonetic rules, making them challenging to read and spell.

Direct Instruction (15 minutes)

Teach Tricky Words:

Write the tricky words on the whiteboard: come, said, where there, once, and some.

Pronounce each word clearly, and have students repeat after you.

Provide a brief explanation or mnemonic for each word to help students remember them (e.g., "Said sounds like 'said it out loud'").

Use actions or gestures to reinforce learning (e.g., point to the mouth for "said").

Guided Practice (10 minutes)

Interactive Activities:

Flashcard Drill: Display flashcards one at a time and have students read them out loud. Encourage them to cheer and high 5 each time they pronounce a word correctly.

Word Matching Game: Hand out worksheets where students match tricky words with pictures (or sentences) depicting their meanings. Walk around to provide help and encouragement.

Just in case.... Extra tricky words:

one

have

could

would

want

Tips for Teaching Tricky Words:

Visual Aids: Use flashcards with the word on one side and a picture or sentence context on the other to help with retention.

Repetition: Incorporate frequent practice through reading, writing, and speaking activities where students use these words in context.

Games: Engage students with word games, such as bingo or word searches, to make learning fun and interactive.

Mnemonics: Create simple phrases or silly sentences to help students remember the spelling or meaning of the tricky words.

Independent Practice (5 minutes)

Writing Activity:

Ask students to write sentences using three of the tricky words they learned today. For example, "I said it was fun."

Allow them to share their sentences with a partner for peer feedback.

Closure (5 minutes)

Review and Reflect:

Gather students together and ask them to recount the tricky words they learned today.

Reinforce the importance of these words in reading and writing and remind students that practice will help them remember them better.

Assessment and Rubric

Assessment:

Observation during Activities: Monitor students' participation and ability to read tricky words.

Worksheet Completion: Review the completed matching worksheets for understanding.

Sentence Writing: Evaluate the sentences they wrote for the correct use of tricky words.

Rubric

Criteria	Excellent (3 points)	Satisfactory (2 points)	Needs Improvement (1 point)
Reading Tricky Words			
	Reads all words correctly.	Makes minor errors but understands.	Struggles to read most words.
	All matches correct.	One incorrect match.	Multiple matches incorrect.
	Sentences use tricky words correctly and are complete	Sentences are somewhat unclear.	Sentences missing tricky words.
	Nancy	Ellie and Mia	Aziz

Journal Entry: Reflection on Lesson

Date: May 1, 2024

Lesson Topic: ESL – Tricky Words

Grade Level: 2

Successes:

Engagement: The students were visibly engaged during the flashcard drill, eagerly participating and responding enthusiastically to the tricky words. Their excitement helped create a positive learning atmosphere.

Understanding: Most students demonstrated a good understanding of the words when completing the matching exercise. Their ability to articulate meanings and read words aloud showed effective retention.

Failures/Challenges:

Time Management: I found that I rushed through the Independent Practice due to time constraints. Some students needed more time to write their sentences and felt pressured to finish quickly.

Mixed Proficiency Levels: A few students struggled with some words more than others, and I noticed that my instruction did not fully address the varying proficiency levels within the class.

Self-Reflection:

I need to improve my pacing during lessons, ensuring that I allocate sufficient time for both guided and independent practice.

It would be beneficial to incorporate targeted small group instruction for Aziz, who needs extra support, allowing more one-on-one interaction.

I also want to ensure that I differentiate activities more effectively, perhaps by providing additional visual aids or manipulatives for students struggling with the tricky words. Nancy needs more difficult tasks.

Possible Improvements:

Revising the Lesson Plan: In future lessons, I will include a short, focused grouping session after the introduction to address different skill levels and give additional support for Aziz who finds reading tricky words challenging.

Integrating More Movement: Incorporating kinaesthetic learning activities can greatly benefit them, especially Aziz, by allowing him to engage physically with the content. I plan to add actions to each tricky word, so when I say “said,” for example, students might put a finger to their lips as if they are communicating quietly. This multisensory approach can reinforce memory and make learning more enjoyable.

Utilizing Technology: I will explore the use of simple educational technology tools (like apps or interactive whiteboards) in future lessons to create interactive activities that capture the interest of students. Programs that allow for word games, digital flashcards, or spelling quizzes could serve to reinforce what was learned in class and provide an engaging way for students to practice at home. Need to ask Lexi for ideas about that.

Parent Involvement: I intend to reach out to parents to encourage them to work with their children on tricky words outside of school. This could involve homework assignments that focus on family reading time or creating a list of tricky words that parents can practice with their children. I could use Toddle to train parents on how to best support their children with tricky words, providing resources such as flashcards and game ideas.

Regular Review Sessions: Since tricky words can be particularly challenging for young learners, I plan to schedule regular review sessions throughout the term. These sessions can reinforce previously learned words, ensuring that students don’t forget them and building a solid foundation for future learning.

Final Reflection and Action Steps

Moving forward, I remain dedicated to cultivating an enriching and supportive ESL environment where all students can thrive. This lesson on tricky words highlighted both my strengths as an educator and the areas I need to enhance.

Pacing and Planning: I will improve my lesson pacing by incorporating clear time frames for each segment and being flexible to allow for student needs. Planning break times for processing or short movement breaks can also help improve focus. I think Aziz will really benefit from this.

Differentiation: I will create resource packets tailored for different proficiency levels, including more visuals and context for less proficient students, as well as challenges for advanced learners. Both Nancy and Aziz need different words compared to Mia and Ellie.

Feedback Collection: After each lesson, I plan to collect and analyse feedback not just from the assessments but also through informal discussions with students (use recess duty time). Understanding their struggles and triumphs will provide valuable insights to further refine my lesson strategies.

Collaboration with Colleagues: I will reach out to Lexi and Alex to discuss what has worked well for them regarding tricky words and literacy instruction. Sharing strategies and resources can lead to improved approaches for my students and foster collaboration. I'm sure Lexi would be happy sit in, and I can also video record an entire lesson on my iPad.

By addressing these areas for improvement, I will foster an engaging and effective learning environment where students can master tricky words and develop their confidence and skills in reading English. I am excited to continue this journey and to refine my practices based on both student needs and my reflections.

Action Plan Moving Forward

Plan Additional Lessons: Prepare a series of follow-up lessons focused on other sets of tricky words, using the insights gained from this lesson to better structure activities and pacing. (the, my, you, was, is, of, to, they, who, be).

Implement Changes: Act on the feedback I've received—in terms of teaching strategies, pacing, and student engagement—in the next iteration of this lesson to enhance student understanding and retention of tricky words.

Monitor Progress: Keep track of individual student progress over time (keep using the rubrics, and update parents in Toddle) to evaluate how well the strategies implemented during this lesson and subsequent lessons work.

Revisit Goals Regularly: I will set aside time each month to revisit my goals and assess whether I am on track to meet the expectations I set for my students, adjusting goals as necessary based on student development and applied feedback.

Celebrate Small Wins: Create opportunities to celebrate students' progress in reading and mastery of tricky words, encouraging them to take pride in their accomplishments and fostering a growth-oriented classroom culture. Put up a Rewards Chart on Tricky Words.

Conclusion

In conclusion, the 45-minute lesson on tricky words provided an invaluable opportunity for reflection and growth, not only for my students but for me as an educator. Engaging with the challenges of lesson pacing, student engagement, and differentiated instruction has equipped me with insights that will inform my future practices. As I implement the recommendations from this experience, I look forward to further developing my students' literacy skills while fostering a positive, inclusive classroom culture. Together, we will navigate the challenges of learning together, celebrating our successes and growing from our experiences.