

Grade: 5 th grade	Subject: Language arts (word study)
Materials: Word sheets, highlighters	Technology Needed: Yes
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain: We will be going over it together as a large group and the students will be highlighting the words on their own paper.</p>
Standard(s) ELA – 05.RF.03 Know and apply level phonics and word analysis skills in decoding words.	Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:
Objective(s) By the end of the lesson the student will be able to identify the difference between long to short and long to schwa by sorting different words into different categories that they wrote on their desks. Bloom’s Taxonomy Cognitive Level: Identify	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • When the students have a question, they will raise their hand and wait to be called on. • When they have to use the restroom, they ask the teacher and sign-out on the sign-out paper. • If they need to sharpen their pencil, they can get up and do so as long as it is not when the teacher is talking. • When they are in a transition period (between subjects) their voices should be below a 1. <ul style="list-style-type: none"> ○ If their voices are above a 2 ask them to start over and to not talk. • When another student is presenting or talking then other voices should stay quiet, and if someone starts to talk, the teacher should talk to them afterwards. 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Start <ul style="list-style-type: none"> ○ The students will be transitioning from science and should head straight to their desk. <ul style="list-style-type: none"> ▪ This should be a quick and quiet transition, if not, the students will be asked to start over. • Definition/explanation Instruction <ul style="list-style-type: none"> ○ As the instructions for the activity are being presented the noise level should be at a 0. • Group engagement <ul style="list-style-type: none"> ○ As one student is reading the passage, the other students should be listening and not talking. ○ They should be following along and not be reading ahead.

<ul style="list-style-type: none"> If a student is off topic or is struggling to participate then the teacher should ask them to stay after and check in with them. 	
Minutes	Procedures
30 seconds	Set-up/Prep: <ul style="list-style-type: none"> The papers that the students will be reading will be at the front of the room.
2-3 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> The teacher will start off the lesson by stating the rule of long to short and then long to schwa at the front of the room. <ul style="list-style-type: none"> When doing this, the teacher should ask the students what some important criteria are when looking at words. <ul style="list-style-type: none"> Base word Stressed syllable Long or short sound
5-8 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> The teacher will then ask the students to pull out their homework so they can go over it. As they go over their homework, the teacher should ask the students where everything goes. This way they can be assessed without using their homework as a grade. It is more for practice.
10-15 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> Then the teacher will ask the students to get out a highlighter from their supplies as the teacher passes out the papers. Once all the papers have been passed out, the teacher will call upon different students while the teacher walks around. The story will be projected onto the front board. After every few sentences or paragraphs the teacher will stop the students, walk to the board, and have the kids pick out the words that they saw. The teacher will have an answer key next to the desk in case there is a slight confusion on which words need to be highlighted. The teacher should try and gauge where the students are at as they go through the reading. After they have finished highlighting the paragraph, the teacher will go over the words in the passage and say their rules to the students. <ul style="list-style-type: none"> Another way to do this is by asking the students which word goes where to be sorted. If it is long to short or schwa.
2 minutes	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> Then the teacher will ask the students to recycle their papers while the teacher also assigns them their homework. After the papers have been passed out then the teacher should transition the students into the next subjects.

Formative Assessment: (linked to objectives)
Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

Walking around to see what they have on their desk.
What questions do we have?

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives)
End of lesson:

Spelling test at the end of the week.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):