

Lesson Plan Template

Sara Frankel

<p>Grade: 5th grade</p> <p>Materials: Scissors, printed out word sheets</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <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 </td> </tr> </table>	<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)	<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	<p>Subject: Language arts (word study)</p> <p>Technology Needed: No</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain: We will be going over it together as a large group but each of the students will be writing it down on their own board.</p>	<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)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<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)	<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				
<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)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic				
<p>Standard(s)</p> <p>ELA – 05.RF.03 Know and apply level phonics and word analysis skills in decoding words.</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <p>Above Proficiency:</p> <p>Approaching/Emerging Proficiency:</p> <p>Modalities/Learning Preferences:</p>				
<p>Objective(s)</p> <p>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.</p> <p>Bloom's Taxonomy Cognitive Level: Identify</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <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"> ○ During this time the students should be focused on the front board and not talking. <ul style="list-style-type: none"> ▪ If they are asked to repeat something they can while using their inside voices, if it gets too loud they will be asked to quiet down. ○ They will be staying at their seats and not moving around the classroom (unless to go to the bathroom, water, or get materials). ○ When the instructor asks a question then they are expected to raise their hands. 				
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <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. • 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. 					

Lesson Plan Template

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ If they fail to do so and shout the answer out, the instructor should remind them to raise their hands by asking them to do so. ○ If the students have a question, again they should raise their hands and wait to be called on. • Group engagement <ul style="list-style-type: none"> ○ As the teacher walks around to pass out the activity the students are expected to pull out a pair of scissors and an expo marker. They will be working in their table groups. <ul style="list-style-type: none"> ▪ They have done this activity many times before and know the expectation. ○ As one student cuts out the words the other student will be copying what is written on the front board, voices should be at a level 2. ○ As they are doing the activity together they can talk but the overall level of the room should not exceed a 3. ○ When the teacher calls their attention back to the board their voices should quiet down to a 0 unless they are saying the word. ○ When the activity is over they are expected to recycle their paper, erase their desk and then wait for their next instructions.
Minutes	Procedures
30 seconds	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • The sheets of paper will be prepared and at the front of the room ready to be passed out.
2-3 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest / generate questions, etc.)</p> <ul style="list-style-type: none"> • After the students have transitioned from the previous subject the teacher will start off the lesson by asking the students this question. "How can we define the 'schwa' sound best?" • The students will raise their hands to respond. If it seems like the students may need a little help, the teacher will have them say the word "schwa". <ul style="list-style-type: none"> ○ The teacher should have them say it to each other and then say "remember that the 'schwa' sound is the short 'u' sound."
2-3 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Then the teacher will write 'relate' and 'relative' on the board, one on top of the other. Then the teacher will ask the students where the syllable breaks are in both words, as well as the stressed syllable. <ul style="list-style-type: none"> ○ The teacher will reinsert that the long to schwa means that the stressed syllable is in a different place in the second word. • Then the teacher will write 'stable' and 'stability' on the board and will do the same thing with the students as done on the previous words. • Then the teacher will transition the students into group work by saying, "now we are going to do a word sort in your table groups. Please copy down this table onto your desk with an expo-marker, and you have 30 second to cut out these words so please also get out your

Lesson Plan Template

	<p>scissors. After you have finished cutting the words out, you will have 5 minutes to sort them"</p> <ul style="list-style-type: none"> o While the teacher is saying this they will write on the front board a 'T' table with: long to sort in the left, and long to schwa in the right.
<p>10-15 minutes</p>	<p>Explore: (Independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • As the students are sorting the teacher should be moving around the room watching what the students are doing. If the student has a question the teacher can help, but should let the students try and do it by themselves. <ul style="list-style-type: none"> o The teacher should answer the questions by saying "Try tapping it out," or "You can always write on the paper." • After most students have finished, the teacher will draw their attention back up to the board by saying, "Eyes on me in 5,4,3,2,1. Alright class what did we find? Let's start with the long to short." • The students should raise their hands and the teacher can call on anyone, but try to spread it out amongst the students. <ul style="list-style-type: none"> o Long to short <ul style="list-style-type: none"> ▪ Divine/divinity ▪ compose/composite o Long to Schwa <ul style="list-style-type: none"> ▪ custodian/custody ▪ define/definition ▪ impose/imposition ▪ compile/compilation ▪ deprive/deprivation ▪ relate/relative • As the words get added to the board, the teacher should go through them with the students to make sure that everyone understands why they are going under the specific category.
<p>2 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • After all the words have been added to the board then the teacher will go over the rule for long to short or schwa. The teacher will also ask if there are any questions. The teacher will then ask the students to recycle the papers as they transition into the next subject.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Walking around to see what they have on their desk. What questions do we have?</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Spelling test at the end of the week.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	