

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: 2nd</b>	<b>Subject: English</b>				
<b>Materials:</b> <ul style="list-style-type: none"> <li>- Jeopardy powerpoint</li> <li>- Shake, Read, and Color game</li> <li>- Poster board</li> </ul>	<b>Technology Needed:</b> <ul style="list-style-type: none"> <li>- Computer</li> <li>- Projector</li> </ul>				
<b>Instructional Strategies:</b> <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	<b>Guided Practices and Concrete Application:</b> <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)                      Explain:                 </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>	<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) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<b>Standard(s)</b>  <b>RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.  1. Distinguish long and short vowels when reading regularly spelled one-syllable words.	<b>Differentiation</b> <b>Below Proficiency:</b> The student will find it difficult to distinguish and classify long vowels when reading regularly spelled one-syllable words. Provide some short vowel activities for these students.  <b>Above Proficiency:</b> The student will find it easy to distinguish and classify long vowels when reading regularly spelled one-syllable words. Provide some two-syllable long vowels for student to work on.  <b>Approaching/Emerging Proficiency:</b> The student will be able to distinguish and classify long vowels when reading regularly spelled one-syllable words.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: Poster Board</li> <li>• Auditory: Jeopardy</li> <li>• Kinesthetic: Shake, Read, and Color</li> <li>• Tactile: Shake, Read, and Color</li> </ul>				
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>- By the end of the lesson the students will distinguish and classify long vowels when reading regularly spelled one-syllable words by playing the shake, read, and color game.</li> </ul> <p><b>Bloom's Taxonomy Cognitive Level:</b> comprehension, analysis</p>					
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- Pulling sticks to pair students</li> <li>- 1,2,3 eyes on me</li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- Be ready to learn</li> <li>- Follow directions</li> <li>- Hands, feet, objects to self</li> <li>- Clean and organized</li> <li>- Stay on task</li> </ul>				
<b>Minutes</b>	<b>Procedures</b>				
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>-</li> </ul>				
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>- Students will meet me on the carpet to discuss what our three long vowels that we are learning are.</li> <li>- On the poster board will be the three long vowels that we are going to talk about and learn about in this lesson ai, ay, and a_e. There will be words under each of them to show the students.</li> <li>- Students what sound does ai make?</li> <li>- Students what sound does ay make?</li> <li>- Students what sound does a_e make?</li> <li>- Students we are going to read these words together under our long vowel ai. Ready here we go.</li> <li>- Students we are going to read these words together under our long vowel ay. Ready here we go.</li> <li>- Let's to do the same thing for a_e. Ready here we go.</li> <li>- Great job learners we just learned some words that have long vowels in it. When I say go we are going to go to our table spots quietly and quickly.</li> </ul>				
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>				

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- 1,2,3 eyes on me. Students I need your listening ears! We are going to play jeopardy with our long vowels! Your teams are going to be your table friends.
- Pull up the jeopardy game.
- I will call on one of your group members and they will pick one of the long vowels ai, ay, or a\_e and then they will choose either 100, 200, 300, 400, or 500. A question will then pop up and will be read to you. The only person who is allowed to answer the person that picked the question. You will discuss for 30 seconds on what you think the answer might be with your group. If you get it wrong the next group that has the answer can steal your points. Any questions?
- Students will then play the jeopardy game with me.

ai	ay	a_e
100	100	100
200	200	200
300	300	300
400	400	400
500	500	500

- After Jeopardy is over get students attention on you. 1,2,3, eyes on me. Great job learners.

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Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

- Students we are now going to do an activity with our long vowels. What are our long vowels that we just used playing jeopardy with?
  - o Students will answer.
- Great job learners our long vowels we used in the jeopardy game was ai, ay, and a\_e. We are now going to play a game called Shake, Read, and Color! I am going to partner you up using your sticks. Before I partner you up, I am going to explain how to play the game. You are going to be given a piece of paper to color in your words and cupcake dice. You will need to be sure to grab a marker to color your word on your paper. You are going to roll the dice and whatever it lands on let's say long vowel ai you are then going to find a word on this paper that has ai and say the word out loud, then color the word on your paper. If you roll lose a turn you have to give the die to your partner and wait for your next turn. You must take turns rolling the die, saying the word, and coloring. The first person with all of their cupcakes colored in wins! Any questions? After you have your partner, you will come up to me and grab a die, the paper, and then a marker from your desk. You will then find a spot in the room to work with your partner. You must wait to start the game until I say go.
  - o Partner them up
  - o Hand out materials
  - o Say go when they are ready to start.
  - o Allow time for them to play the game
- 1,2,3 eyes on me. When I say go, you are first going to grab all of your materials. Second you are going to bring them to me nicely and quietly. Third you are going to go sit at your table spot. What are we going to do? Go.

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Review (wrap up and transition to next activity):

- 1,2,3 eyes on me. Have the poster board up front to revert to. Okay students we are now going to discuss what are some new words we can put on our list up here for our long vowels.
  - o Two words for ai
  - o Two words for ay
  - o Two words for a\_e
- Great job learner for helping me add to my list of words! Transition to the next lesson.

Formative Assessment: (linked to objectives, during learning)

- Progress monitoring throughout lesson (how can you document your student's learning?)
  - Observing and listening to the students say their long vowels in words throughout the entire lesson.
  - The shake, read, and color

Summative Assessment (linked back to objectives, END of learning)

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

**Went well:** During the engage the students were listening and interaction well. They would answer my questions and would listen to what I had to say. In the explain part students were very engaged and interactive with the jeopardy game. They really got into the game and wanted to keep doing more. In the explore part of the lesson the students loved the game that I picked for them to play. They loved rolling the dice and filling in their paper to get their word. Overall, this lesson was one of my favorites to teach.

**Students learned:** Students learned ai, ay, a\_e sounds and words. They learned how to make words with those sounds. Students caught onto this quickly and loved learning about some of the long vowels.

**Changes I would make:** The changes that I would make in this lesson is to add harder jeopardy questions. Some of the students found the game too easy, so I think having harder questions in the 400 and 500 would have made them more interested in the game that what they were already. I would also have used some calming strategies because students got over stimulated after the jeopardy game. Overall, I think the students really enjoyed this lesson and loved learning about the long vowels.