

Lesson Plan Template

Date: 10/25/2019

<p>Grade: 1</p> <p>Materials: Clipboard, table, index cards, pencils</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"/> Other </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" 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"/> Other	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Subject: Phonics</p> <p>Technology Needed:</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" 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 checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<input checked="" 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 checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard</p> <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1. Demonstrate use of beginning and ending blends</p>	<p>Universal Design for Learning</p> <p>Below Proficiency: For the students who are below proficient I will have the instructional aide work with them while they are completing the scavenger hunt. They will be able to ask any teacher, aide, or classmate if they are lost and not sure where to put the tally on their sheet.</p> <p>Above Proficiency: For the students who are above proficient, I will be looking to see if they can find all of the index cards that are around the classroom. I will also want them to help the students who are confused or not sure where some index cards are. I will also want them to help the other students who are confused what the s-blends are.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: For the students who are visual learners, I will be using pictures the students drew on index cards to help the students visualize what the word on the index card is. I will also be using a worksheet that the students will put tally marks on there to represent how many index cards they saw around the classroom. • Auditory: For the students who are auditory learners, I will be talking to the students throughout the scavenger hunt. I will be helping the students find the index cards that are around the classroom. I will show the students when they find the index cards where the s-blend is in that word. • Kinesthetic: For the students who are kinesthetic learners, the students will be moving around the classroom looking for different index cards. They will be looking all throughout the classroom. • Tactile: For the students who are tactile learners, they will be filling out the worksheet by using tallies. They will also be using a clipboard to help them write on the sheet while walking around the classroom. 				
<p>Objective</p> <p>At the end of the lesson, the students will list the number of times the students saw a specific index card that begins with an s-blend, such as stem or slime, that are hanging up around the room.</p> <p>Bloom's Taxonomy Cognitive Level: Knowledge</p>	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • The students are expected to listen to all of the directions before they begin the scavenger hunt. • The students are expected to fill out the chart fully by using tally marks. • They are expected to ask questions if they are confused. • The students are expected to get their clipboards, charts, and writing utensil in a quiet and safe manner when told. • The students are expected to work quietly at a level 1 voice 				
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • The students will be working independently for the scavenger hunt, unless they need to ask a question. • They will be moving around the lesson for most of the lesson to look for index cards. • The beginning of the lesson, the students will be sitting at the carpet in their carpet spot while listening to directions before the scavenger hunt starts. • The students will need to get their table sheet, clipboard, and a marker or pencil before they sit down at the carpet. 	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • The students are expected to listen to all of the directions before they begin the scavenger hunt. • The students are expected to fill out the chart fully by using tally marks. • They are expected to ask questions if they are confused. • The students are expected to get their clipboards, charts, and writing utensil in a quiet and safe manner when told. • The students are expected to work quietly at a level 1 voice 				

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	<ul style="list-style-type: none"> • They will raise their hands if they have any questions. • The students will be talking to their partners or a teacher if they are confused or need help sounding out a word. 	<p>when they are completing the scavenger hunt.</p> <ul style="list-style-type: none"> • The students are expected to participate fully in the scavenger hunt. • The students are expected to walk around the classroom in a safe manner. • The students are expected to put away their clipboard, chart in their mailbox, and writing utensil in their pencil box before they line up.
Minutes	Procedures	
5 Minutes	Set-up/Prep before lesson: <ul style="list-style-type: none"> • Create 10 index cards with multiples of each word. • Place these index cards around the classroom. • Create the table. • Draw pictures on the index cards to represent the word written on them. • Copy the table sheet for each student, need 16. 	
3 Minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • I will ask the students to come sit down in their color rows. I will first start with the red row. I will say, “Red row, please come sit down in your row in 5, 4, 3, 2, and 1.” I will continue to do this with the blue row, green row, and yellow row. • Once all of the students are sitting down on the carpet, I will remind them to sit properly in their square with their legs crossed, hands in their lap, and voices at level 0. • I will ask the students what is an s-blend? I will ask them what does that mean? I will tell the students that when we are learning about s-blends we are looking for words that start with a s and then is followed by a consonant. • I will tell the students that some s-blends that we have already learned start with an sl, sm, sn, st, sk, sp. I will ask for some students to give me some examples of some words that have an s-blend in them. 	
10 Minutes	Explain: (teacher-led) <ul style="list-style-type: none"> • Once the students are done sharing some words that have an s-blend in them, I will tell them that today we are going to be doing a really fun activity. Yesterday we created index cards that have s-blends on them. We are going to have a scavenger hunt to see if the students can find all of the index cards we created yesterday. • I will tell the students that I have hid the index cards we created around the room. I will explain that there are multiple of ten words. • I will show them their handout they will be given. I will tell the students that they are going to be looking around the classroom for the index cards and when they found one they are going to put a tally in the ‘How Many’ section on their sheet. I will remind the students that this scavenger hunt is very similar to the one we did with the fire safety. • I will tell the students that the ten index cards they are looking for are snail, stop, swag, snake, spin, slime, skeleton, spider, snow, and stem. • I will show an example to the students. I will have one index card close by me hanging on the wall. I will tell the students that I have found the snow index card, therefore, I am going to place one tally by the snow section. • I will tell the students that there a couple of rules to this scavenger hunt. • The first rule is to always walk around the classroom, because we need to be safe. It will be important to walk and always look around you to make sure you won’t bump into anyone. • The second rule is to always keep your voices at the level 1. If a student has a question, they can either come to any of the three teachers that will be walking around or they can quietly ask a friend. • I will ask the students if they have any questions and then take the time to answer the questions. • I will tell the students to raise their thumbs up if they understand what they need to do or put their thumbs sideways or down if they are confused. 	
10 Minutes	Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences) <ul style="list-style-type: none"> • When I am done explaining everything to them, I will tell them that they need to go get a clipboard, a sheet from myself, a pencil or something to write with. • Before I let them go, I will remind them to put their names on the top of the page and to look all over the classroom because there is more than one swag index card in this room, along with the other index cards. • I will tell the students that I am looking for the row that can show me they are ready and listening. Then I will call the whichever that row is first. I will continue in this manner until all of the students are looking on their scavenger hunt. • I will allow the students five to eight minutes to look around the classroom. • I will be walking around the classroom helping students find the index cards if they are stuck. I will also be answering questions if the students have any. 	

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	<ul style="list-style-type: none">• If it gets too loud, I will say 1, 2, 3, all set. Then I will remind the students that we need to keep our voices at a level 1.
3 Minutes	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• Once done completing the scavenger hunt, I will tell the students to come sit back down at their carpet spot.• I will ask them to share with each other how many of the snail's index cards did they find. I will have them turn and talk for some and then others I will ask them to raise their hand and share with the class.• I will ask the students if all of the index cards they found today had an s-blend in them and I will be waiting to hear that they have.• I will start with the red row. I will say, "Red row, please go put your clipboard away, pencils away, and charts that you finished in your cubbies. Once you are all done, you may line up quietly." I will count down from ten and once I hit zero I will call the next row. When calling rows, I will be looking for students who are sitting quietly and with their hands in their laps.• Once all of the rows are called, the students will go get ready to go to lunch. When all of the students are lined up, I will wait till they are quiet and hands are kept to themselves before we go.
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection)• I will look to see if the students are tallying for each index card they find.• I will also be asking the students questions during the scavenger hunt about where the s-blend is in this index card they found.	<p>Summative Assessment (linked back to standard, END of learning)</p> <ul style="list-style-type: none">• I will ask the students at the end of the lesson if they can tell me what an s-blend is.• I will ask the students at the end of the lesson if they can point out where the s-blend is on this index chart or on their table sheet.
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	