

Lesson Plan Template

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BETHANY
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Time allotted: About 35 minutes

Subject: Reading/Language Arts

Grade level: 1st-2nd grade

Topic / Title: High-frequency words/sight words

Course: EDUC 320

Approved by Cooperating Teacher: _____

Portfolio # 6.2

A. Standards; objectives / requisite skills / learner outcomes “At the completion of this lesson, learners will be able to ...” (Use observable / measurable terms + strong verbs.)

Standard(s): N/A

At the completion of this lesson, learners will be able to:

Cognitive objective(s): Correctly read grade-appropriate frequency words when presented a story and apply the knowledge to read simple sentences and follow along with patterns, recognize high frequency words through the reading of predictable text

Affective objective(s): Follow directions effectively, listen to the instructor, and be able to think through and remember specific high frequency words in which they will identify

Psychomotor objective(s): Practice and repeat high frequency words through the use of predictable text, compose sentences using high frequency words from a predictable text, write their own stories using the format and high frequency words from a predictable text

B. Assessment plan: How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.

- Observation
- Are the students able to successfully identify and organize the words written on the word cards without help from their peers or teachers? What words need to be worked on more?
- Are the students able to form sentences from the word cards?
- Are the students able to develop and produce their own stories using high frequency words? Were the stories contain meaningful context?

Goal: 80% of class will meet the objectives

C. Multiple intelligences: Select one primary (p) and one secondary (s)

p verbal linguistic

 musical/rhythmic

x visual/spatial

 logical/mathematical

x interpersonal

 intrapersonal

s bodily/kinesthetic

 naturalistic

D. Accommodations & differentiation for learners: Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and assessment?

- Encourage the students to use their imagination while writing their own story
- Hard of hearing student will need to be in front while reading and discussing
- Don't forget to initiate a discussion!
- Encourage students to read along the 2nd time through the story (choral reading)

E. Materials / equipment needed:

Teacher: Word cards, Sentence strips, *Have You Seen My Cat?* by Eric Carle, Sentence strips, small dry erase boards

Students: Scissors, crayons, pencils, notebook

F. Academic language demands

Vocabulary: Author, title, "sight words"

Function (verb): N/A

Literacy strategy (ELA only): "Pop the sound" or "sound out the word" or "chunk together the sounds"

G. Academic language support: How will the teacher model and the students engage with the language demands?

- "Repeat after me..."
- Demonstrate on Smartboard what is expected for activities
- Read the story before choral reading is begun
- Begin my own story to show an example

I. Assumptions: What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered?

- Students will know and understand what a cat is and what they do (an animal, pet, etc.)
- Students will be able to listen and comprehend a story that is read to them
- Identify the basic parts of a sentence (punctuation, capitalization, etc.)

J. Anticipated questions & misunderstandings: What common misunderstandings or errors may occur? What pre-assessment is used?

- When to use a period, question mark, and exclamation mark
- May be sentimental about losing a pet
- What should I write about?

*Encourage creativity!

L. Technology: What, if any, use of instructional tech. are involved during instruction, learning tasks, and/or assessment?

- Smartboard and/or whiteboard with magnets/clips

Pacing / Time Allotted

Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions, conclusion, and key questions.

M. Lesson planning of instructional activities & learning tasks:

1 minute

1. **Anticipatory Set:** (set induction / introduction / focusing event / activating prior knowledge)
 - Do you have any pets?

- Has your pet ever run away?
- How did you find your lost pet?

Statement of Objective (scripted): Today we will be able to identify high frequency words/sight words within a story/. We will use these sight words to form stories of our own!

Transition: Please clear your desks/tables, put all supplies away, and join me on the carpet for story time!

30
seconds

30
minutes

2. **Input:** Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement) *Include what teacher will do & what students will do. Script key questions.*

- Upon completion of the discussion about pets, read *Have You Seen My Cat?* to the class. After reading, discuss the story with the students.
- Using a big book version of the text, instruct the class to read the story with you. Point to each word as the students are reading. (**Choral Reading**) The two sentences that are repeated throughout the book that include vital frequency words throughout other text include: “Have you seen my cat?” and “This is not my cat.”

Transition: Instruct the students to return to their seats with their eyes on the board, hands on their desk, and a bubble in their mouth.

- Place the two strips of the common sentences on the whiteboard with magnets. Pick one student to come up to the board with a pointer and read the sentences together as a class.
- When the class has achieved this, take a scissors and cut the strips of sentences into individual words. Shuffle the two groups of words from the sentence strips and display each sentence’s words in random order.
- As a class, assemble the sentences to form the proper sentences. Make sure to have the question mark and period separate. (**Guided practice**)
- Give each student a copy of their own word card sheet. Instruct the students to cut the words apart then assemble the cards to form the two sentences. Have the students keep the blank cards in one pile to use to create their own sentences.
- When the students have achieved this, use the blank cards to make own endings to the sentences. Invite the class to share their alternate endings of the two sentences. Write their responses on the whiteboard or Smartboard.

Transition: Instruct the students to place their word cards in their reading folder to practice if there is extra time after an activity. They may also use their word cards when doing other writing

assignments.

H. Have the students write their own story using a similar format the author did. After writing the story, the students can draw pictures and illustrate their story. Begin your own story on the Smartboard to guide as an example for the students.

Transition: I hope you have all made a story and that your missing person or item is found! Please clear your materials from your desks/tables, push your chair in, and stand behind your chair waiting patiently and quietly to go for lunch.

3. **Guided Practice:** See Above- Reading the story together, doing a sentence and word examples as a class

4. **Evidence of Learning:** *How will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives / skills? Will students be involved in assessment / reflection upon their own learning?*

- Oral identification of words during choral reading
- Pronunciation- Students will demonstrate correct pronunciation during the modeling section and guided practice and within the independent work with words
- Writing- Students will demonstrate the proper use and spelling of the frequency words within the two common sentences within the story

5. **Closure & Independent Practice:** (transfer of learning / assignment) *How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?*

- See above- students will use word cards to form sentences, develop their own endings to sentences, and create their own stories using the sight words which will be listed around the room and on the board

Closing Statement (scripted): Remember those words for future assignments in class! Always go back to those word cards if you need to know how to spell them. Class, where else can you look to find high frequency words? The word wall!

N. Evaluation & reflection of teaching / learning: *Respond with thoughtful, professional insights that go beyond superficial considerations. For example, consider whether and how you know that students reached the learning targets, what strategies might have led to improved instruction, whether assessments provided useful data, and the extent to which the whole class, individuals, and subgroups achieved the objectives. How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?*

- 1. As I reflect on the lesson, to what extent were students productively engaged?**
- 2. To what extent did the students learn what I intended? Were instructional objectives met?**
- 3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?**
- 4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?**
- 5. To what extent did I provide closure to the lesson?**
- 6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?**