

Lesson Plan Template

Date: _____

Rebekah Bittner

<p>Grade: 1st</p> <p>Materials: post-it notes, markers, white boards, 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"/> 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/ phonemic awareness</p> <p>Technology Needed: teacher's computer</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) 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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<p>Standard(s) RF. 3a.: Know the spelling-sound correspondence for common consonant digraphs RF. 3b.: Decode regularly spelled one-syllable words</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> - Students will say words that end in the s sound based on guidance <p>Above Proficiency:</p> <ul style="list-style-type: none"> - Students will blend onset and rime with the final sound of s and practice new words that have a starting blend sound such as blast. <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> - Students will blend onset and rime with the final sound of s. <p>Modalities/Learning Preferences:</p>				
<p>Objective(s)</p> <p>At the end of the lesson the students will demonstrate that they can make the ending s sound by sounding it out or using a technique they have learned.</p> <p>Bloom's Taxonomy Cognitive Level: Understanding what how to blend sounds together to pronounce a word correctly.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Whole group:</p> <ul style="list-style-type: none"> - students are expected to have their voices at a level 0 and not distracting others - They should be paying attention and ready to answer questions when needed - Students are expected to stay on the carpet with the whole group. <p>Moving around the room:</p> <ul style="list-style-type: none"> - students are expected to walk safely and respectfully around the room - They should respect the things and people they are walking next to - They are expected to move quietly and quickly (with reason) <p>Working with a partner:</p> <ul style="list-style-type: none"> - Students are expected to work respectfully with one another and stay on task - Students are expected to share and give one another a turn at the task they are completing. <p>Materials:</p> <ul style="list-style-type: none"> - Students are expected to use the materials appropriately and respectful - They should not distract themselves or anyone else with materials. 				
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Whole group: - students are to have their voices at a level 0</p> <ul style="list-style-type: none"> - They should keep their hands to themselves - Their attention should be on the speaker - They should not be moving around the room unless with permission <p>Moving around the room:</p> <ul style="list-style-type: none"> - students should walk safely around the room - They should keep their hands to themselves - Walking feet should be used, and voices should be off. <p>Working with a partner:</p> <ul style="list-style-type: none"> - While working with a partner, students should talk respectful and use kind words. - The students should be staying on task and not getting one another distracted. - There should be a fair amount of each partner talking/reading (whatever the task might be) - When doing a turn and talk students should whisper. <p>Materials:</p> <ul style="list-style-type: none"> - Students should be respectful and careful with any materials that are used. - They should stay on task with the materials and use them appropriately 	<p>Minutes</p> <p style="text-align: center;">Procedures</p>				
<p>10 min</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Get "the bad pest" books out and ready to go (or computer ready to read the story out loud) - have white board markers ready to model with the students - read through procedure 				
<p>3 min</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - very quickly say this tongue twister: "six sleek swans swam swiftly southwards" - "oh my that was very hard to say" - Today we are not working on words that start with s because you all already went over them, but I wanted to get your attention and remind you that the s sound is important and can be tricky. 				

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	<ul style="list-style-type: none"> - Yesterday Mrs. P went of the “the wasp” poem with you and you talked about sounding out words and blending them together. - Today we are going to continue blending words
10 min	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - Today we are going to blend words such as rest, dust, mask, and gasp - Some of you may already know these words but we are still going to practice together - The first word is rest on your white board write “r” (make a space) and write “est” - Then to make sure we sound out the word correctly we are going to underline (or point) to the first past and sound it out then point to the second part and point it out (so “rrr” “e-s-t-“) - Then to blend it together we slide our finger or our marker under the whole word and put the two parts together (rest) - “Now you try it with the word mask and dust.” - Be looking for if the students need to do another practice run or if the students are beginning to understand. - See if the students can also write other words such as risk clasp post and vest without you telling them how to spell it
5 min	<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"> - Alright boys and girls now we are going to gather at the front. - Wait for the students to gather at the front - Today we are going to read a short story. - “looking at the front of the cover can anyone tell me what is on the front” - “thank you for raising your hand.” - “yes you are right it is a wasp” - I am going to read the first page with you and then I am going to have you work with a partner to finish reading the book (if the students are not understanding or they need more help guide them through the whole book) - Read through page one and two (of the text) - Pause for a moment. - Boys and girls we have just spent time practicing our s sound do you think we can practice it here too? - “I think we can!” (take a pause to practice fast, best, and wasp – write it on the board if need be) - In pairs or groups of three, pass out books to the student’s groups and have them take turns reading the book. - “boys and girls, if my friend (sally) is reading am I going to be talking?” (no) - “right no I am going to be listening, and if my friend (bob) is having trouble with a word then do you think I can ask to help him?” - “yes this time around we are going to help our friends out but you must do so respectfully.” - At this point have the students read with one another - If the students are not able to read in small groups guide the students through the whole book and have the practice the words that end in an s sound with you. - - At the end of the story ask one student to pretend to be bret - Once you pick a student tell the student “ok now you are pretending to be bret and you have to answer a question as though you are him. Why did you run?” - The student would say something like: I ran because the wasp was coming at me - Thank you friend now you may sit down. - “everyone what happened to bret? Take a thinking moment and then I will look for someone with a raised hand” - A student might answer: bret fell down in the dust but the wasp didn’t get him. - “and boys and girls what do you think happened to the wasp?” - A student might answer: the wasp went back to its nest - - Thank you boys and girls now when I say go I want you to go back to your desk and I will give you a post-it note on the note I want you to write out two words that we practiced today. You have to write it in the broken up form and in the whole together form (i.e. r-est and rest) - (give them an example on the wall but don’t allow them to use the example to put on their post-it note. - “quietly go” - While the students are writing tell them that they can put the sticky note at the top of the desk and you will come around and collect them.
5 min	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - “thank you for practicing your sounds and words so wonderfully”

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	<ul style="list-style-type: none">- When you come to words you don't know you can sound them out or use your white board to help you break up the word.- Keep practicing your s sound so that you can eventually say "six sleek swans swam swiftly southwards"
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?)<ul style="list-style-type: none">- During the lesson be careful to watch the students as they blend their words together.- Be looking for whether or not they are separating the sounds correctly.- Be on the look out for how the students do with reading the story- Looking for whether or not the students are able to sound words out on their own or if they need help/ guidance	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">- Have the students put their name on the bottom of a post-it note and then write down two words in the separated form and then the same two words together (example: r- est and d-ust then rest and dust)- Have the students put the post-it note at the top of their desk because that way you can come around and collect them without other students trying to peak.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>What went well in the lesson was that I was able to get through the content that was needed for the lesson however it almost went too quick and there was almost too much time left at the end. I was able to keep the lesson going and I added in work for them to finish. Something I would change is to really grab the student's attention so that they are focused on the lesson. I was able to help control students blurting out and remind students to raise hands and work quietly. I enforced that students were to be respectfully quiet but making it known that I am the teacher for the hour is something to work on. One change I would make is for the students to not read in groups and just have the students listen to the book all at once. The students are at very different reading levels and some students are so low they cannot read at all. The students really were able to understand the s blend ending sounds because when they turned in their sticky notes, I was able to look at their personal work and what they had written.</p>	