

Lesson Plan Template

Grade: 1st		Subject: English Language Arts	
Materials: Worksheets, pencils,		Technology Needed: Smart board and power point	
Instructional Strategies: <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		Guided Practices and Concrete Application: <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:	
Standard(s) 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words, by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		Differentiation Below Proficiency: The students who are below proficient will have half of their words and sentences highlighted so they have half of the choices to choose from. Above Proficiency: The student will circle all of the short a's and underline all of the consonant blend ck's. Approaching/Emerging Proficiency: The students will complete worksheet as normal. Modalities/Learning Preferences: Auditory, Visual-Spatial,	
Objective(s) By the end of the lesson, the students will be able to recall single-syllable words using the short a and the consonant blend ck.			
Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be called down to the rug by tables. The students will be dismissed back to their table by table group.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will need to raise their hands before talking. Students will also need to make sure they are not talking when going over the lesson.	
Minutes	Procedures		
1 minute	Set-up/Prep: Make sure all worksheets are printed and ready to go and power point game is ready for students		
4 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Have the students come to the rug by tables. • Yesterday we talked about the short a sound. Can someone tell me what sound the short a sound makes? (call on 1-3 students to say) • What are some words that had the short (a) sound in them? (cat, hat, bat, back) • On Monday, you went over the consonant blend ck. Who remembers what sound the ck makes? (call on 1-3 students to say) • Everyone say the sound together now (ck) • Tell me some of the words we talked about that have either the short a or the consonant blend ck? (Can, Cat, Back, Sack) 		
10 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Today we are going to use the words that we talked about yesterday to complete sentences. • Let's review the words that we talked about earlier this week.(The teacher will call on individual students to read the words) (at, can, cat, back, dad, am, bat, mad, ran, sack, way, come) \ • The students will do an activity using the smart board (pull up PowerPoint with the sentence practice game on it) Draw sticks to determine who will get to come up to the board. (The activity is that the students will pick the best word for the sentence.) 		

Lesson Plan Template

12 minutes	<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"> • The students will complete a work sheet. They will pick words out of the word bank and choose the word that makes the most sense and write it on the line. If the students get the worksheet completed then they can go back and circle the short a sound and underline the ck sound. • Hand out the worksheets and do one example together <p>(If students finish early have them grab their journals and do the Unit #1 Day 3 Journal entry “Write about when you looked for something that was lost.”)</p>	
3 minutes	<p>Review (wrap up and transition to next activity): As a class have students work with their tables to come up with one word that has the short a or the consonant blend ck. The students will give a thumbs up if it does have one of those or a thumbs down if it does not have one.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>The formative assessment is based on how the students do on the work sheet.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The summative assessment is having the students orally read words of a word list one at a time. The words will have a short (a), consonant blend ck, or both.</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> <p>I thought my lesson went well. If I taught this lesson again I would come up with a way to have more student involvement when we were at the rug. Some of the students got a little antsy if it was not their turn to play the game on the active board. A good way to incorporate student involvement would be giving them all a white board and having them write the words on the board so they all get the chance to participate. I would also have more examples so we can go through more together. I need to follow through on my behavior expectations so the students do not continue to not listen to what I am saying. Some of the students struggled with following directions so I would do an example on the board next time so they know how to complete the assignment. The students did a great job at being engaged in the worksheet the whole time. I need to make sure to wander around to help all of the students instead of staying by two or three students that are struggling. Some of the students struggled with the worksheet so when I noticed that they were struggling I could have went up to them and crossed some words off and had them do half of the problems. Next time I would do that technique so they are not getting overwhelmed with everyone finishing before them. If I would have used some of my differentiation I listed it would help eliminate some of the questions the kids had. It could have been helpful if I would have told them what to do when they finished the worksheet so they were not talking or messing around. I though my opening went well, the students sat nice at the rug, payed attention, and seemed interested in what we were learning. My closing was a good way to get the students thinking while being able to talk with their classmates. Next time I might use white boards so the students can write the word on their board to see it and practice writing it. I think it helped that I wrote the words on the board when they told me the word so they could visually see it. At the end of the lesson when I had the students tell me if it had a short a or consonant blend ck or both in the word it helped with tying my lesson all together and flow better.</p>		

Short (a) and ck Quiz

Student: _____

Word	Correct	Incorrect
Back		
Cat		
Jack		
sat		
hat		
tack		
bat		
mat		

Short (a) and ck Word List

Back

Cat

Jack

Sat

Hat

Tack

Bat

Mat