

Lesson Plan Template

Date: _____

Grade: 2 nd	Subject: Language Arts
Materials: white board, dry erase markers, smart board, computers	Technology Needed: smart board
Instructional Strategies: <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) <ul style="list-style-type: none"> • Peer teaching/collaboration/cooperative learning • Visuals/Graphic organizers • PBL • Discussion/Debate • Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) <p>Explain:</p> <ul style="list-style-type: none"> • Hands-on • Technology integration • Imitation/Repeat/Mimic
Standard(s) Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> 1. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2. Know spelling-sound correspondences for additional common vowel teams. 3. Decode regularly spelled two-syllable words with long vowels. 4. Decode words with common prefixes and suffixes. 5. Identify words with inconsistent but common spelling- sound correspondences. 6. Recognize and read grade-appropriate irregularly spelled words. 	Differentiation <p>Below Proficiency: Students will be placed in the front of the class so they can better focus and see the board and will be able to think of at least one word they could use in their story.</p> <p>Above Proficiency: Students will be mix into the carpet squares to help other students focus and motivate them and will be challenged to think of more difficult words.</p> <p>Approaching/Emerging Proficiency: Students will be mixed into the carpet squares and lesson will be taught normally for this group of students.</p> <p>Modalities/Learning Preferences: Direct instruction is used and group activity allows students to participate during the lesson.</p>
Objective(s) <ul style="list-style-type: none"> • By the end of the lesson, students will understand what the Bossy R is and know how it sounds with different vowels. • By the end of the lesson, students will be able to distinguish different Bossy R words by creating a list of words together as a class. <p>Bloom's Taxonomy Cognitive Level:</p>	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will be expected to adhere to listening and answering question procedures (ex. raise hand when they have a question). • When transitioning to their designated seating positions, students will remain quiet and respectful as expected by the classroom rules. • Students will be respectful to the teacher, others, and themselves.
Classroom Management- (grouping(s), movement/transitions, etc.)	
<ul style="list-style-type: none"> • Students will sit at carpet spots during the large group activity. • Students will raise hand when answering or asking a question. • If asked to write something on the board students will come up respectfully and not step on anyone. 	
Minutes	Procedures
1min	Set-up/Prep: <ul style="list-style-type: none"> • Have white board ready to write on and markers to use. • Optional Video- have video ready on the smart board.
3min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “Today we are going to talk about the Bossy letter R. Why do you think the letter R is so bossy? I will tell you why, because it is so loud and so strong that when placed after a vowel it changes the vowel sound.” • Repeat after me, when a vowel is followed by an R, the R changes the vowel sound. Repeat stop. • Ask two students to repeat what you just said. • “Now turn and tell a friend what we just said.” • Teach them a catchy tune to help them remember what we said. “When a vowel is followed by an R, when a vowel is followed by an R, Bossy R turns around to change the vowel sound, when a vowel is followed by an R.”
5min	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • “What does the letter A sound like when followed by the bossy R? It makes a pirate sound.” • Example car. “Everyone show me your pirate hook and say car with me. CARRR” • What do the vowels e, l, and u sound like when followed by bossy R? They make a race car sound. • Examples- fur, girl, germ. Can you her the vowel sound? No, the R is so bossy you can barely here the vowels.

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	<ul style="list-style-type: none"> • What does the vowel o sound like when followed by bossy R? ORRR • Example- orange. The OR has a juicy sound to it like an orange.
5-7min	<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"> • Have a photo up on the smart board and have the children find things in the photo that have the bossy letter R in it. • Children can come up to the smart board and circle the word they see that uses the Bossy R. • Each student can also have a turn writing a word using the smart board to make a list of Bossy R words with the whole class. • Another option for technology would be students can use their computers to create a Word Cloud and then see the results on the smart board.
2min	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Have students repeat When a vowel is followed by an R, the R changes the vowel sound. Repeat stop.
<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?) • Each student will write a word on the smart board and the teacher will be able to keep track on a sheet of paper of each student as they walk up to the board. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • Students will add Bossy R words to their story for the end of the year.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson on "bossy R" went really well and I had a lot of fun creating the lesson plan and teaching it to the students. I think they caught on very quickly and were able to demonstrate their understanding of the topic at hand. What went well for me during this lesson is that I was able to catch the student's attention right away and later on in the week they remember the lesson and were noticing "bossy R" words in some books that we read in class. I think the students enjoyed that I brought the pirate, race car, and orange into the lesson because they were able to be silly and saw me being silly which helped them remember the information better. The students were able to learn the different "bossy R" sounds and think of words that have this sound in them. I know this because we did a partner worksheet afterwards that allowed the students to roll a dice and find the words in a crossword puzzle. My practicum teacher and I also came up with a board to create outside the classroom that had to do with the "bossy R" sounds and the students were able to interact with this board by writing their own words down. I also thought that the classroom management went well because the students were active during the lesson and were able to participate, which did not allow them to misbehave in anyway. I was not able to do the technology part of this lesson because we ran out of time so this is something I would change and try to implement during the next lesson. I think students would find this activity exciting and they would be able to practice their use of technology in the classroom. This would also result in a very interesting visual representation that is full of meaning, and it is a quick way to assess where the students are at.</p>	