

Lesson Plan Template

Grade:		Subject: Language	
Materials: Noun and Verb fish folder, whiteboard, marker, pencil, lined paper		Technology Needed: none	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) ELA.5.L.2 Within the context of authentic English writing and speaking... Practice: a. Use commas and quotation marks in dialogue. b. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). c. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). Display proficiency in: d. Form and use possessives. e. Use correct capitalization overall. f. Use a comma to separate an introductory element from the rest of a sentence. g. Use underlining, quotation marks, or italics to indicate titles of works.		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s): When presented with a variety of language activities (using correct punctuation, adjectives, words, & multiple meanings, vocab, verb usage, prefixes, suffixes). When presented with a group of words student will be able to sort nouns and verbs into correct placement. Student will choose 1 noun and 1 verb to write in a sentence.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Must use materials in an appropriate manner. Must be safe, responsible, and respectful	
Bloom's Taxonomy Cognitive Level: Analyze, apply, understand, remember			
Classroom Management- (grouping(s), movement/transitions, etc.) One-on-one instruction with a movable room divider up for less distraction		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Must use materials in an appropriate manner. Must be safe, responsible, and respectful	
Minutes Procedures			
3	Set-up/Prep: Sit student down in area, open and collect needed materials		
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask student about previous knowledge of nouns and verbs		
5	Explain: (concepts, procedures, vocabulary, etc.) Go over what a noun is. Go over what a verb is. Read each fish word together outloud.		

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10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Sort each word into correct fish tank. Read words as sorting. Once words are sorted student must choose 1 verb and 1 noun to construct a sentence. Teacher will help student construct a sentence and write on the whiteboard. Student must copy sentence onto paper fixing any grammar, punctuation, and capitalization.</p>	
3	<p>Review (wrap up and transition to next activity):</p> <p>Ask student what they enjoyed about the activity. Introduce what student will be doing next.</p>	
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</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>		