

## Lesson Plan Template

<b>Grade:</b> fourth		<b>Subject:</b> Language arts	
<b>Materials:</b> word hunt worksheet, pencil, iPad, and TV		<b>Technology Needed:</b> iPad and TV	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice              cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <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:	
<b>Standard(s)</b> 4L.2f 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).		<b>Differentiation</b> <b>Below Proficiency:</b> Go by the student when they are reading the passage independently and see if they need any extra help. We will be going over the answers as a class so they will be able to check them as well. <b>Above Proficiency:</b> Having them read the paragraphs for the whole class and they will be able to explain which words are supposed to be circled. <b>Approaching/Emerging Proficiency:</b> We will be going over the answers as a class and making sure we are checking our work when we do talk about the answers <b>Modalities/Learning Preferences:</b> Auditory: we will be talking about the answers Visual: there will be a visual on the TV and on the table in front of them Tactile: they will have the worksheet in front of them and a pencil	
<b>Objective(s)</b> By the end of the lesson students will be able to pick out all spellings of short and long sound i by reading a document and circling the words with the short and long sound i.  <b>Bloom's Taxonomy Cognitive Level:</b> Analyzing and understanding		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• They will have a zero-voice level when other students or I are talking</li> <li>• They will participate in class discussions</li> <li>• Read the passage and complete it when told to do so</li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> They will be sitting at their table spaces where they can listen appropriately and pay attention to what is going on the TV.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• They will have a zero-voice level when other students or I are talking</li> <li>• They will participate in class discussions</li> <li>• Read the passage and complete it when told to do so</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Get the iPad to project the word hunt passage on to the TV</li> </ul>		
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• As the students walk in hand them a word hunt passage</li> <li>• Tell them to join me at their table spaces.</li> <li>• Who can tell what are the word study words for this week?               <ul style="list-style-type: none"> <li>○ Kitchen</li> <li>○ Window</li> <li>○ Mystery</li> <li>○ Symptom</li> <li>○ Highway</li> <li>○ Tonight</li> <li>○ Delight</li> <li>○ Crystal</li> </ul> </li> <li>• For each word ask if the word is a short i or a long i sound</li> </ul>		
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• Today we are going to read this passage and try and look for the long i or short i words.</li> <li>• I am going to read the first paragraph and I want you guys to follow along with me.</li> <li>• in the first paragraph I see one it's the word things and it has the short i sound.</li> <li>• Can someone read the second paragraph for me?</li> <li>• Can someone tell me one of the words they found in the second paragraph?</li> </ul>		

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	<ul style="list-style-type: none"> <li>• For each word ask if the word has a short or long i sound</li> <li>• Can someone read the third paragraph for me?</li> <li>• What word should we circle in this paragraph?</li> <li>• Can someone read the fourth paragraph for me?</li> <li>• What words should be circle and what sound are they making?</li> <li>• For this whole lesson I have the story pulled up on the TV and I am circling the words so the students see what words are being circled and it is easier for them to follow along.</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• The next four paragraphs I want you to read on your own and circle the long and short i sounding words that you find.</li> <li>• When you are done, we will go over it and talk about your answers to see what you have found</li> <li>• When the students have finished go over the answers and see what they put down and what sound each word makes.</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• What kind of words did we find in the passage today?             <ul style="list-style-type: none"> <li>○ Long and short i words</li> </ul> </li> <li>• Your exit ticket today is that you are going to be given a word sort worksheet and sort the words from the top of the page and when you are done keep them at your table space and move on to your next round.</li> <li>• Call the students up for their next round</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b>          I will be walking around and seeing if they are finding the right words and understanding the short i and long i concept.</p> <p><b>Consideration for Back-up Plan:</b>          Give the students the passage and we just wouldn't have it projected on the screen. I would just have a sheet for myself and we would talk about everything like we would before.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>          I will look at the last half of the passage to see their understanding of the concept. They will hand their passage into me at the end of the lesson to check it. They will have an exit ticket They will be sorting long and short I worksheet.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          The students have the same words all week that they do different activities with all week. The lesson that I taught on the words this time was a word hunt lesson. The students were given a passage and they had to search the passage to find the words. This lesson was a simple lesson to let the students explore the different words they had for the week. They were searching for long and short i vowel sounds in a passage that I gave to them. The students did the word sort activity as their exit slip, and they did a great job with that. They understand long and short i sounds because they were all able to complete the worksheet and contribute to the class discussion that we were having. They were even picking out the words that I didn't catch when I was first going over the passage. The students were able to easily pick out the words and were correcting me when I didn't circle the words that they were finding. The students were all raising their hands giving me examples that they found in the passage. Changes I would make is to think of some way it could be more engaging for all the students. Some of the students that were more proficient were not as engaged as the other students were. I did let them work on their own and then come back as a class, but I would like to make it more interesting for the students. One thing that I could see doing is giving the students different passages. The more proficient students would have a harder passage to read and find the words. If I would give students all different passages, we wouldn't be able to do this lesson as a large group. The students would have to be split up into groups and do it as a small group lesson. If making it a couple of small group lessons finding another way to engage all of the students would be important. One way could be is making sure that every student gives an example of that's in the passage.</p>	