

Lesson Plan Template

Grade: 2		Subject:	
Materials:		Technology Needed:	
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) <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) L.2.2m: Within the context of authentic English writing and speaking practice adding prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).		Differentiation Below Proficiency: Students who are below proficiency can get some extra examples of words before starting to spell their own words. They can also get a rule reminder depending on what they are struggling with. Above Proficiency: Students who are above proficiency would be able to help students around them, as well as getting a list of more difficult words to add endings onto. Approaching/Emerging Proficiency: Students at proficiency will be able to spell and understand most or all of the words covered in the lesson. Modalities/Learning Preferences: Visual, Auditory	
Objective(s) By the end of the lesson the student will be able to add prefixes and suffixes to base words by practicing and observing the different uses of -ed and -ing. Bloom's Taxonomy Cognitive Level: Understanding		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students know their carpet expectations are to be seated with eyes forward and bodies in a ready to learn position. They can participate in group discussions and shout outs using their voices, but not while the teacher is explaining the topics. If this cannot be accomplished by the student, they have a timer set to get back on task, and if the time is up before they're ready, they will come in for a reteach.	
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be transitioned to carpet time by my use of the chimes and positive reinforcement will be given to students whose bodies look ready to learn, encouraging others to follow. They will also at times be turning to a partner to discuss.		Classroom Management- (grouping(s), movement/transitions, etc.) The students will be transitioned to carpet time by my use of the chimes and positive reinforcement will be given to students whose bodies look ready to learn, encouraging others to follow. They will also at times be turning to a partner to discuss.	
Minutes	Procedures		
1	Set-up/Prep: Ring the chimes to get students back to group and allow them time to get ready facing me		
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “Thank you second graders for finding your carpet spots and showing me that you’re ready to learn. We’re going to review our diagraphs first, and I want to remind you that a diagraph is a combination of 2 letters that makes the same sound as one letter” (ai, ay, ea, ee, ei, ie, oa, ow) • Write the word belief on the board • “Who can tell me where the diagraph is” • Circle it • “Where would we split up the word into syllables?” • Split it • “Remember that our diagraph stays together when we split the word.” • Ask students which syllable patterns are in the word (open and vowel diagraph) • “Great job second graders, now we’re going to move on to this weeks focus” 		
5	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Write ‘Is he playing baseball in the park? I played there last Saturday.’ On the board. • “We can see that each sentence has the word play in it (circle), but our first sentence talks about a continuing action using ing after play and the second talks about an action that already happened using ed after play.” • “When we add ed after a word such as play it changes the worst to past tense. When we add ing, it means it is a continuing action. Both ed and ing change the meaning of our action word.” • “Here are a couple of examples of our ed and ing ending words.” • Have students read the cards 		

Lesson Plan Template

	<ul style="list-style-type: none"> • “At the end of our words added and lifted, we can really hear the ed sound.” • Start reading the next set of words with the students. • “Our words played and banged have a d sound that we can really hear at the end” • Read the next set of words with the students • “Can anyone tell me how these words are different from the words we just went over?” • Allow for student answers • “The e is dropping before adding ed or ing in words like faded or guided. • Read last set of words • “These endings are a little different than our last ones. Instead of a d sound they make a t sound like in raked and helped.”
3	<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"> • “We’re going to be creating our own words now and using what we know to add either an ed or ing.” • Have students grab whiteboards • “Please write the word skate, and don’t forget at the end we have an e because it follows the VCe pattern.” • “We’re going to make the word skated. What would we need to add to skate to make it into skated?” • Explain what they would need if not answered. • “Now please change skated back to skate. We need to keep our final e.” • “If we wanted to make the word Skating what would we need to do to the word?” • Allow them to answer and then change their word. • “Skating has an ing added at the end of it, as well as taking away our final e.” • Repeat steps for the words wipe and plant
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • “When we go forward in our reading and especially our writing, it’s important to remember that sometimes we need to change the ending of action words to make our sentences make sense.” • Get students into transition to their daily 5.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I’ll monitor which students are able to get the spelling of the words and which will need more guidance and practice moving forward.</p> <p>Consideration for Back-up Plan: If we are running late, I would have students just start adding word endings to the words while I give examples.</p>	<p>Summative Assessment (linked back to objectives) 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> <ul style="list-style-type: none"> • When getting to know learners, know that you have to adjust to meet standards and still keep in mind time to get everything done that is necessary. • Adaptations for different students to understand concepts and standards. • Interactive, tools set before hand, deciding materials that will work for teacher and students • Good positive to corrective ratio, pointed out students who looked ready and pointed out expected behaviors. <p>This lesson is one that was done on Monday right after the compare and contrast one. We were at a place again that we needed to be on time in order to get the students to recess. I spoke to my teacher beforehand and she let me know that this is something the students do fairly well at, because they know how to add ed and ing to the end of words. I wanted, again, to use what resources I could to help them visualize it in a different way, so we used these magnet boards that had all sorts of letters on them. It went pretty well for the students to pass those out and follow along. Before that, though, I went through some of them myself and talked them through why we add an ed or ing, and in what way it works the best for each word. They were able to then do it themselves on their magnet boards, and that went well. I felt it was time consuming for them to get the correct letters on their boards, but it was also okay for them to be able to look through those letters and decide which ones they need. I liked how that visual played into the lesson and they were able to move it themselves and decide what they needed on each one. I was also able to help Mrs. Kaiser with a reteach on this lesson as well. Some students were not doing their job and focusing while we were going over the lesson during large group time, so in order for them to get the information as well, we go the boards out once again and went over the information card. This was a bit of a shorter lesson because they were present for part of the large group one and it was individualized for each student. I think it was a lot easier for those individuals who have a hard time focusing during group to focus individually with Mrs. Kaiser and I. They didn’t necessarily seem to care too much about this lesson, but were able to focus on</p>	

Lesson Plan Template

what we were telling them and do it themselves on the magnet board. It was a fairly straight forward lesson in all, but I think I would maybe let the students know beforehand about the different materials that we were going to be using. I really was happy with how it went and I think the students were able to easily visualize the work in front of them. They were also able to reflect and speak about what they did and did not know.