

Lesson Plan Template

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| Grade: First Grade | Subject: Language Arts |
| Materials: Crayons or marker, end punctuation sheet | Technology Needed: Activity board |
| Instructional Strategies: <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) | 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) 1.RF.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (ending punctuation). | Differentiation Below Proficiency: I will have the para in the classroom help my below proficiency students. I will also be walking around and monitoring during the lesson to see who is struggling. We will also correct wrong answers so students can see exactly where their mistakes were and how to fix them. Above Proficiency: Above proficiency students will be able help their classmates who are struggling through the activity. I may also challenge them to come up with their own sentences if there is time at the end of the lesson. Approaching/Emerging Proficiency: I will check in on all students to answer questions throughout the lesson. These students should be able to color in the correct punctuation marks mostly on their own, but I will help them if they need me to. Modalities/Learning Preferences: <ul style="list-style-type: none"> ○ Auditory: Students will benefit from watching the video and hearing the differences in the way that the sentences are read. ○ Visual: Students will be able to see the examples on the board they will also benefit from the visual effects of the video lesson. ○ Tactile: Hands on coloring in the punctuation marks. ○ Kinesthetic: Students that need to keep moving will benefit from transitioning from the rug to their table spots and also by coloring in the punctuation instead of just circling. |
| Objective(s) By the end of the lesson, students will demonstrate an understanding of ending punctuation by completing the end punctuation activity. Bloom's Taxonomy Cognitive Level: Understand, Analyze | (This content is merged into the Differentiation section above for better readability and flow.) |
| Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Large Group Direct Instruction & Discussion <ul style="list-style-type: none"> - Active Listeners - Voice level 0 when others are talking. • Using Materials <ul style="list-style-type: none"> - No throwing, stomping on, or putting in mouth. - Place back in correct containers. • Clean Up <ul style="list-style-type: none"> - Everyone is responsible for cleaning up their own areas. - Everything must be cleaned up before transitioning to recess. • Transitions <ul style="list-style-type: none"> - "Hocus Pocus" "Everybody Focus" - "Tuck those lips in" | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Large Group Direct Instruction & Discussion <ul style="list-style-type: none"> - Students are expected to be active listeners. - Students are required to use voice level 0 during direct instruction. - Students are required to raise their hands with any questions. • Individual Work During Large Group Activity <ul style="list-style-type: none"> - Students will be expected to work individually on coloring in their marks. - Students are expected to use voice level 0 during individual work. - Students are required to raise hands to get the teacher's attention. • Clean Up <ul style="list-style-type: none"> - Everyone is required to clean up their workspace. - Students are expected to put away material in the correct locations. - Students are expected to check surrounding area of the floor to make sure all pieces are picked up. |

Lesson Plan Template

| | <ul style="list-style-type: none"> - Students are allowed to use voice level 1 during clean up. • Transitions <ul style="list-style-type: none"> - Students are required to use voice level 1 when transitioning from one activity to the next. - Students are expected to stop and listen when they hear the attention phrases. |
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| Minutes | Procedures |
| 10 | <p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Find an informational punctuation video - Print out all the hand outs - Pull up video on activity board, and the activity. |
| 4 | <p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> 1. Have all the students come to their forever spots on the rug facing the activity board so they can watch the video. 2. Tell students what the plan is for the lesson. “Today we are going to learn a little bit more about ending punctuation. While we watch this video make sure to keep an eye out for periods, question marks, and exclamation points!” 3. Play the video https://www.youtube.com/watch?v=0Wrv_ZviMEc 4. Turn the video off, open up a blank flip chart to use as a white board. |
| 6 | <p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. Discuss what we learned from the video. “In the video we just watched together, we learned about periods, question marks and exclamation points. Let’s talk a closer look at each one of them.” 2. Explain when to use each one. Pick the topic of dogs to further explore ending punctuation. “Our topic for this activity will be dogs” <ol style="list-style-type: none"> a. “When we say a statement, we finish the sentence by using a period. Raise your hand if you can tell me a statement about dogs? Call on one student, make sure the accepted answer is an actual statement. Write the statement the student gave on the board. “Exactly, when you say a statement like _____, you use a period of the end of it” b. “An exclamation point is used when we say a sentence with a strong feeling. Raise your hand if you can tell me a sentence that uses strong feeling and emotion about dogs? Remember, these sentences are used with strong feeling” Call on a student, make sure that accepted answer is an exclamation. Write their sentence on the white board. c. “When we ask a question, we finish the sentence with a question mark. Raise your hand if you can ask me a question about dogs?” Call on a student, make sure that the accepted answer is a question. Write their question on the board. “Awesome job friends” |
| 15 | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. “We are now going to do an activity that will help us practice what we put at the end of a sentence!” “This sheet is your ticket to go back to your table. I will only give a sheet to students who look like they are ready to learn” “When you get a ticket, go back to your table and grab one crayon”. “Ticket, crayon, ticket, crayon” <ol style="list-style-type: none"> a. Have students go back to their table spots, by handing out the sheet to the students who are ready to learn. b. Have flipchart pulled up on activity board. 2. “Now when we look through these sentences on the activity board, I want you to color in the punctuation mark that is missing.” “We will fill in the first one together and then you will complete the rest on your own”. <ol style="list-style-type: none"> a. Show the first sentence on the activboard and work through it together, make sure all the students have colored in the correct punctuation mark before flipping to the next sentence. b. Use the answer sheet to help determine how to read each sentence on the activboard. c. Go through the rest of the flipchart with the students having them color in the punctuation on their own. 3. “Let’s check our answers” “I want you to pick a different color crayon for our corrections, it is okay if you get an answer wrong, that just tells me that we need to practice a little bit more with it” <ol style="list-style-type: none"> a. For the second time, go through the flipchart. This time pausing to allow students to correct their answers using the different colored crayons. “If you have a wrong answer, use your new color crayon to circle the correct answer and cross out the wrong answer” |
| | <p>Review (wrap up and transition to next activity):</p> |

Lesson Plan Template

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| 5 | <ol style="list-style-type: none"> 1. Make sure that all the students have written their names on the activity sheet. "Double check to make sure that you have your name written on your worksheet". 2. "Raise your hand to check out, when I see you sitting quietly, I will collect your sheet and you can go get ready for recess" 3. Have them start getting their stuff on for recess. |
| <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Students tell me sentences that require them to distinguish what to put at the end of the sentences.</p> <p>Consideration for Back-up Plan: If the technology doesn't work for this activity, I will read the sentences out loud without having the activboard on.</p> | <p>Summative Assessment (linked back to objectives) End of lesson: Ending Punctuation Activity, I can check this to see how the students are doing with the content by looking at their right and wrong answers from the activity.</p> |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This was the second lesson that I taught for Ms. Steele's first grade class. It was also the lesson that I taught for my first evaluation. Unfortunately, this was quite a wild day for the students. It was the first day that they had to be evacuated from their classroom because another student was putting them in danger. This caused all of the students to be a little on edge and extra talkative throughout the whole day. This made it a challenge for me to keep the students' attention throughout the whole lesson. Before completing this activity, I had to test the electronics to make sure that everything would work for my lesson. The students really loved the lesson. The engaging activity that I chose, was a video that helped to explain how to determine what goes at the end of the sentence. This was a good way to get the students excited about the lesson. When we transitioned from the rug to the students' desks, I gave the students three different directions. This may have been one too many for them to remember because during the transition, the students began to get talkative again and I lost their attention. During this time, Mrs. Degree told me that I could have incorporated a brain break into the activity to let the students get some energy out. This would have also provided me with an opportunity to get their attention back fully. I tried to use the "Hocus Pocus" "Everybody focus" attention getter but I had to repeat this once every few minutes. We did an activity that involved the students using either a crayon or a marker to color the correct punctuation mark in the correct box. In the boxes, there was an exclamation point, a question mark, and a period. These punctuation marks were quite large and made it easy for one student to look at someone else's answer. In order to prevent this, I would ask the students to put up their privacy folders. This would help them to focus on their own work and not worry about what their classmates were answering. It would also help decrease the amount of side conversations that the students were having with each other. This would have helped me to keep their attention for longer periods of time. During this lesson, I was also worried about my pacing. There were six-teen sentences that we had to read through and answer. Ms. Steele also wanted us to go through a second time to have the students correct and update their answers. This meant that I had to keep the students at a consistent pace throughout the entirety of the lesson. Although I started out slow in the beginning, I was able to speed up the pace once the students clearly understood what was expected of them in the lesson. The next time that I teach a lesson like this one, I would use the microphone system that Ms. Steele has in her classroom. This would help me with classroom management because the students would be able to hear me clearer. Overall, I really think the students enjoyed the activity that we completed, and they appreciated how technology was incorporated into it. For my lower proficiency – print to work with para.</p> | |