

Lesson Plan Template

Date: _____

Grade: First Grade	Subject: Language Arts
Materials: QR codes, activity sheets	Technology Needed: Ipads, Activboard
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard 1.RF. 1Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Demonstrate use of beginning and ending blends d. Know final -e and common vowel team conventions for representing long vowel sounds. e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. f. Decode two-syllable words following basic patterns by breaking the words into syllables. g. Read words with inflectional endings. h. Recognize and read grade-appropriate irregularly spelled words	Universal Design for Learning Below Proficiency: Try to keep them on pace as much as possible, if a student is slowing down, have them skip the word they are working on and move to the next word with the class. If possible, have the para sit next to them and have them practice sounding out the words. This is not their first experience with AR words Above Proficiency: Challenge these students to come up with more words that have the “ar” sound. This could be done if time allows at the end of the lesson or throughout the lesson have them find similar words that match the current picture we are looking at for example ask them to spell harm when we are looking at farm. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The pictures on the activboard provides the students with a visual of what the word is. This is beneficial for them because it helps lead them to the correct word we are looking for. • Auditory: Repeating the word out loud helps these students to hear the word that I am asking them to spell out. They can then take the word and sound it out on their own before we move on to the next qr code. • Kinesthetic: These students will benefit from physically scanning the QR codes. It is extra movement in the activity that will help to keep them engaged. • Tactile: These students will also benefit from being able to scan the QR codes. The movement involved in the activity will help them to stay focused.
Objective Throughout the lesson, students will demonstrate an understanding of ar words by completing a QR code scanning activity.	
Bloom’s Taxonomy Cognitive Level:	
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” • Use nonverbal cues to gain attention back 	Behavior Expectations- (procedures/expectations 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.

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	<ul style="list-style-type: none"> - Raise hand, wait for all students to have their hands raised. 	<ul style="list-style-type: none"> - 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. - 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.
Minutes	Procedures	
7	Set-up/Prep before lesson: <ol style="list-style-type: none"> 1. Print off 25 of the QR code activity sheets. 2. Find a video that demonstrates the “ar” sound. 3. Set up QR code scanner. 	
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ol style="list-style-type: none"> 1. “Alright friends, so today we are going to be doing something a little bit different than we did on Tuesday”. “For our lesson, you need to stay seated at your table spots and turn your bodies so that you can see the activboard”. 2. Play the “ar Song video” that teaches students about the sound an a makes when it is put together with an r. https://www.youtube.com/watch?v=Gvhxi2ru8JM 3. If you need to regain the students’ attentions after the video, raise hand up, students should follow this nonverbal cue to silence themselves. 4. “In this video that we just watched, we learned how the letter r added to the letter a makes an “arr” sound, just like you might hear a pirate say!” “There are a lot of words that use these two letters together.” 5. “Raise your hand if you can tell me a word that uses the two letters a and r together” Call on three students, have them share the word that they know that uses the two letters a and r together. 6. Write their examples on the white board for the students to reference throughout the activity. 	
3	Explain: (teacher-led) <ol style="list-style-type: none"> 1. (Since AR words have already been taught, review steps of activity) 2. “For this next activity that we are going to do, I need you to grab one pencil, make sure now that it is sharpened and has an eraser that will work well for you. “ 3. “I am also going to ask you to put your privacy folders up so that you are not tempted to look at your friends for help” (give them a minute to get organized) 4. “When you are ready, put your hands on your hips so that I know you are ready to learn”. 5. Explain the activity <ol style="list-style-type: none"> a. We are going to use a qr scan reader to help us find some ar words. b. When we see the picture, it is our job to figure out what ar word that we need. c. Once we find our word, you can practice writing it in the correct boxes. d. We made it a little bit easier for you because there’s a box for each letter that you will need for your word. 	
15	Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences) <ol style="list-style-type: none"> 1. Call on a student who has been listening well throughout the whole instruction, “ ___ you can scan our first one, thank you for being ready to learn.” 2. Have the student scan the first word “By looking at the picture given to us, we can see that the word we need is arm” “In box number one, we have three little boxes that help us to know we are need to write three letters for the word arm” “Do that now” Pause to allow time for students to fill in box number one. 3. “ ___ you can scan our next qr code because I can tell you are sitting nicely and ready to keep learning” Have student scan second code. 4. “Raise your hand if you can tell what word we are looking for by looking at this picture” (Majority of students should have their hands raised to answer “car”. “Our word is what everybody _____” Yes our word is car, write that in box two!” 5. “ ___ gets to scan our next code, thank you for being ready to learn!” Repeat previous steps until going through all sixteen boxes. 6. If a student begins to fall behind, have them continually move to the next word with the class, “We have to move on to stay with the rest of the class but, we can come back to this number” 7. Reward the students for good behavior by allowing them to be the ones to use the scanner. Only have a student scan one code. 8. If time allows, challenge the students by asking them to come up with more “ar” words. “We know that we use the ar letters in farm but raise your hand if you can tell me how we spell the word “harm”. Call on a student and have them 	

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	<p style="text-align: center;">spell the word correctly. If they are struggling, have them start to sound out the different parts of the word, remind them that the a and r letters together make the “arr” sound.</p>	
2	<p>Closure (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. “Raise your hand to check out! This is your ticket to recess!” 2. Check students out only if they are sitting quietly with their arms raise. Collect their sheet and make sure that each student has their name on their activity sheets. 	
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (document of student learning, data collection) <p>Taking one word, asking them to do harm instead of farm. (Transfer their learning from one word to another)</p>	<p>Summative Assessment (linked back to standard, END of learning)</p> <p>Collect their activity sheets at the end of the lesson to check the students’ understandings.</p> <p>Now go back and circle any three words that you can read to me and that is how you will check out</p>	
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This was the third lesson that I was able to teach for Ms. Steele’s class. By this time, the students were much better listeners and I was able to incorporate some of the strategies that Ms. Degree and Ms. Steele had given me during my previous two lessons. Instead of starting the lesson on the rug, I decided to keep them in their table spots so that I wouldn’t have to worry about losing their attention during the transition again. This actually worked out really well. All of the students were able to see the video that I chose for the beginning of the lesson. I also decided to use the microphone system. I could tell that this helped a lot because I didn’t have to raise my voice to gain the student’s attention. They were all able to hear me clearly. I also had the students use their privacy folders. This really helped me to ensure that the students were writing their own answers and not looking to their neighbors for help. The privacy folders also helped them to cut down on their side conversations. They were able to better focus on the activity. The students also really liked scanning the QR codes. By hinting to the students that I was calling on the ones who were sitting and listening intently to scan the codes, they were inspired to sit quietly. This made the flow of my lesson go a lot more smoothly than my previous lessons. Although I had a few brain breaks prepared to use if I continually lost the students’ attention, I didn’t have to use any of them. The students were able to practice sounding out and spelling “ar” words. I know this because I reviewed their activity sheets and it was clear that they were succeeding. A few times throughout the lesson as I walked around the classroom, I saw that every once in a while, a student was forgetting to use the “ar” in their words. I reminded them a few times that we were working on “ar” words and this helped them to go back through their sheet and fix some of their misspelled words. During this lesson, I was nervous that the students were only able to spell the word because I stated it for them. I was worried that they weren’t able to actually read the words that they were writing. After reviewing with Ms. Steele, she informed me that at the end of the lesson, she would have had the students circle three words on their activity sheet that they knew they could read if I asked them to. This would help me to see where my student’s confidence levels were at regarding their ability to read “ar” words. I was also worried about my time limit in this lesson. It was the students’ first times working with QR codes so I was worried that teaching them would take some extra time. We finished a little bit early and during this time, I asked the students to try to tell me some other ar words that rhymed with some of the words that we covered. For example, they switched “farm” to “harm” etc. I think overall the students really enjoyed this lesson and it gave me a lot of confidence going forward in my teaching career.</p>		