

## Lesson Plan Template

<b>Grade: 2nd</b>		<b>Subject: English Language</b>	
<b>Materials: White boards, white board markers</b>		<b>Technology Needed: Smartboard (optional)</b>	
<b>Instructional Strategies:</b> <input checked="" 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)		<b>Guided Practices and Concrete Application:</b> <input checked="" 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> <b>L.5 b.- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</b>		<b>Differentiation</b> <b>Below Proficiency: Students will receive assistance from the teacher as needed.</b>  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b>	
<b>Objective(s)- Students will demonstrate their understanding of Antonyms and Synonyms by giving examples of each based on a prompted word</b>			
<b>Bloom's Taxonomy Cognitive Level: Applying</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <b>Students will be seated at their desk after seeing an example of the lesson activity. After that, they will be with a partner scattered around the room.</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <b>-Students will be expected to be listening to instructions and playing the game as directed. Students will be expected to be listening to the words as they are given each round. Students will also have the freedom to talk with their partner in between rounds, but minimally enough to stay on topic.</b>	
<b>Minutes</b>	<b>Procedures</b>		
1	<b>Set-up/Prep:</b> <b>Whiteboards and markers will be at the ready before the game begins.</b>		
1	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>  <b>-Before the game begins, the teacher will remind students about the Ugly Duckling book and point out some key terms used to describe in the book. When the students respond, the teacher will write the responses on the board. The teacher will then ask what are similar words and what are opposite words, first modeling a few (I do) and then writing down the students' responses (we do).</b>		
2	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>  <b>The teacher will then explain that these similar and different words are called Antonyms and Synonyms. The teacher will explain that Antonyms are opposites and synonyms are the same. The teacher will then stress the 'AH' sound antonyms and the 'OH' sound in opposites, and do the same with Synonyms and same. The students will repeat these sounds with the teacher in order to remember. The teacher will then explain that the students will be playing Antonym/Synonym quick draw. The teacher will model this with the practicum teacher by grabbing white boards and standing back-to-back with each other. The teacher will explain that they will give the students a prompt, and each student will have to write either an Antonym or Synonym for the word. The teacher will then count to 3, and both students will then chant 'Ah' 'Oh' for antonyms or 'Sss' 'Sss' for synonyms ( in order to remember the difference between the two) and jump and spin around and see what the other person wrote. If they both wrote the same word, they get to hi-five and they get a sticker. The students are not allowed to talk about what their responses will be beforehand. The students will hold up the answers after each round for the teacher to see, with the teacher reading the responses to increase student vocabulary.</b>		
5	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> - The students will then play the game with each other, with the teacher facilitating the process and helping those that might need extra help or have questions. The students will be expected to come up with their own words, and to give it their best try if they cannot think of any synonyms or antonyms.		
1	<b>Review (wrap up and transition to next activity):</b> - At the end of the lesson, the teacher will close by saying that they can use this practice in their own writing, especially		

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<p><b>when writing on a research topic and avoiding plagiarism (a separate lesson they are currently working on). The students will then return their whiteboards and supplies to the appropriate part of class.</b></p>	
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p><b>-The teacher will be walking around the room, monitoring student progress and answering questions.</b></p> <p><b>Consideration for Back-up Plan:</b>  <b>-Using a similar plan, but instead using paper and clipboards in place of whiteboards.</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson: The teacher will ask students what is the difference between Antonyms and Synonyms, and how they remember which is which.</b></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></p> <p>- For my Antonym Synonym lesson, I realized how effective incorporating movement into my lessons is. I was able to see the tried-and-true cornerstones of teaching like ‘incorporate movement,’ ‘make it fun,’ and ‘keep it simple’ really be proven to be true. For my lesson plan, I was teaching students about antonyms and synonyms. I first explained how antonyms are opposites and synonyms are the same. I thought it was a good idea to use a verbal que that students could use to engage and remember the differences. I built the connection that the ‘AH’ sound of antonyms is connected to the ‘OH’ sound of opposites, and the ‘Ss’ sound in synonym is connected to the ‘ss’ in the same. I had them chant ‘AH, Oh, Ss, Ss” so they can get it down. I then scaffolded it to the next part, where students went and got a partner and a whiteboard. I would put a word on the board and tell them whether to make an antonym or a synonym for it. They would then do the chant on the count of 3, and then spin and compare what they both wrote. They were not allowed to tell each other what they wrote, and if they both wrote the same word, they got a hi-five and a sticker.</p> <p>The students really got into it and were engaged. During the lesson, a few students had to go get specialized reading instruction outside of the classroom. They were really disappointed to be missing the lesson and did not want to go, so at that point I knew I was doing something right. The lesson overall went really well. They loved having a partner and being able to move, so there was a lot of chatter I had to try to keep down. It was a great example of not realizing they were learning; they were simply having fun. Keeping the lesson to just basic antonyms and synonyms helped them get a firm understanding of the concepts, and the practice gave them repetition to help them learn as well.</p> <p>There were a couple mistakes I made that were great learning opportunities for me as well. The first that I did not realize, was just how important stickers are to second graders. At the promise of the sticker, the students got incredibly excited. I did not realize that I was short a couple stickers, and almost really upset a lot of students. I was able to stall to the next day to hand out stickers, which gave me the time to buy more. This mistake stemmed from my other mistake: overestimating the average second graders’ vocabulary. They had a lot of words that were the same as their partner due to the fact that they only know so many words. To remedy this next time, I should reward having new and different words, as opposed to accidentally giving them reason to use the same words as their partner.</p> <p>Overall, this was really good lesson that will definitely be something I can easily copy and paste into my own future classroom.</p>	