

## Lesson Plan Template

<b>Grade: 2nd</b>		<b>Subject: Language Arts</b>	
<b>Materials: Compare/Contrast Uno</b>		<b>Technology Needed: None</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <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:	
<b>Standard(s)- R.I.9- Compare and contrast the most important points presented by two texts on the same topic</b>		<b>Differentiation</b>  <b>Below Proficiency: Students will receive assistance from the teacher and hints at the word as needed.</b>  <b>Above Proficiency: Students will be able to do two compare/contrast examples</b>  <b>Approaching/Emerging Proficiency: Students will receive specialized assistance based on needs</b>  <b>Modalities/Learning Preferences:</b>	
<b>Objective(s)</b> <b>By the end of this lesson, students will be able to know what compare and contrast means and how to make comparisons and contractions</b>  <b>Bloom's Taxonomy Cognitive Level: Apply</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> The students will be expected to participate in the game and play the game through the basic UNO rules. Students will also be expected to only answer the question when it is their turn, not when it is another students' turn.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will be put into groups based on their reading level.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> The students will be expected to participate in the game and play the game through the basic UNO rules. Students will also be expected to only answer the question when it is their turn, not when it is another students' turn.	
<b>Minutes</b>	<b>Procedures</b>		
<b>Set-up/Prep:</b>			
<b>3</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> The teacher will bring the students to reading group table. The teacher will explain that today, the teacher gets to play a 'really fun' game with the students. The teacher will ask students if they have ever played UNO before. The teacher will then ask one of the students who said yes how to play, being able to show their knowledge and explain it to other students.		
<b>2</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> The teacher will then explain that this game is just like UNO but with one small difference. Each card has two nouns on it. When the student lays down the card, they have to either compare or contrast the nouns on the card. For instance, if the card says, 'hotdog and hamburger' the student can compare them saying 'they both have bread and meat' or contrast them and say 'one is long and skinny and the other one is short and fat.'		
<b>15</b>	<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 teacher will then play the game with the students, playing the game with the normal rules of UNO until one of the students or the teacher wins. If the teacher or the student wins before the time is up, the teacher and the students will start another game.		
<b>.5</b>	<b>Review (wrap up and transition to next activity):</b> At the end of the game time, the teacher will thank the students for playing with them, and send the students back to WIN time.		
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b> -Students will be assessed on their understanding of comparison and contrasting as they play the game. The teacher will be able to gauge their understanding and assist as needed.		<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> The students will be able to pick two animals and write a short paper comparing and contrasting the two animals.	

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**Consideration for Back-up Plan:**

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**If applicable- overall unit, chapter, concept, etc.:**

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

- My Compare and Contrast lesson plan was a really fun one to do. It was simple enough to really practice well and get the students into it, and really gave me a chance to do a lot of one on one teaching with my students.

For my compare and contrast lesson, I was able to use my practicum teacher's card game. This was a valuable resource, and had been tested previously and was found to be successful. Though I initially did not want to use it, wanting to come up with my own lesson from scratch, I took the opportunity to put my pride aside and accept a valuable resource.

The lesson was done in a small reading group setting. I prefaced the lesson by telling the students we got to play a really fun game for our reading group, so they were really excited and ready to engage. I first explained that it was UNO and made sure they all were familiar with the game. The game basically worked like UNO, but the one difference was that every card had two nouns such as 'hotdog and hamburger' or 'wood and sticks.' When a player lays down a card, they must either compare the two things or contrast them. I explained comparing is finding what was similar, and contrasting was finding what was different. Though it took them a little while to fully understand the game, me playing helped them see by example. Playing the game gave them the opportunity to practice the skill, and the fact that it was a game kept them engaged and having fun. I had about 20 minutes with just 5 students, so I could really give them the one on one learning specialization they needed. The only downside to this was that sometimes UNO can be a really long game, and the game went for long enough for some students to get a little bored with the game. Once some lost interest, it definitely wasn't as effective.

When I saw them losing interest, I thought of the zone of proximal development that I've learned about in my education classes. This learning theory explains that a topic has to be easy enough for students to feel like they can do it and not be frustrated, but hard enough that they don't get bored. This lesson was probably on the easy side for the students, so the longer it went on, the less engagement there was.

Overall, I thought the lesson went well. The only improvements I could think to make was make the time a little shorter, so the students don't get bored. I learned that as a teacher I need to accept the resources available and focus so hard on being creative and unique. I also learned the power of learning in a small group setting. Individualized learning is really powerful, and incorporating this into my teaching would be a another great teaching method to have in my deck.