

## Lesson Plan Template

<b>Grade: 2nd</b>		<b>Subject: English Language</b>	
<b>Materials: Construction paper, cut out words, gloves</b>		<b>Technology Needed: none</b>	
<b>Instructional Strategies:</b> <input checked="" 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"/> Technology integration <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		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)-2.L.2.i</b> - Use an apostrophe to form contractions and frequently occurring possessives		<b>Differentiation</b>  <b>Below Proficiency: Students will receive assistance from the teacher in cutting out their words as needed</b>  <b>Above Proficiency:</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 identify the apostrophe in a word and why they are used. Students will also be able to create contractions by combining the pieces of the words together.</b>			
<b>Bloom's Taxonomy Cognitive Level: Understanding/ applying</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will be put into groups based on the area they sit in. Students will have their materials present at the tables and receive instruction on when to use the materials. The teacher will also use attention grabbing procedures that the students are familiar with. Students will start sitting in the reading area at the front of the class, and then move to their desks for the activity. For the Direct instruction questions the teacher is asking, students can answer when raising their hand and being called on.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> -Students will be expected to listen to the teacher's directions and only use the materials when the teacher directs them too. They will be allowed to chat and discuss during their independent work, but not during the direct instruction by the teacher.	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b>		
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> The teacher will open the lesson by telling the students we will be performing “Contraction Surgery” that day. The teacher will explain that we have some words that have come in for surgery to be made shorter. The students will start at the front of the class, sitting down on the floor and listening to the teachers’ explanation and example. At their desks, and each will have gloves (as well as their COVID masks), scissors, and the words for surgery (he is (he’s), we are (we’re), she has (she’s), I have (I’ve), can not (can’t), is not (isn’t), do not (don’t), you will (you’ll), that is (that’s)).The teacher will then briefly review by asking students what they know about contractions and how the apostrophe is used by asking volunteers to answer the questions. The teacher will then say that we are ready for surgery and explain that surgeons wear facemasks, and gloves when performing surgery, so we will do the same. The teacher will then put on a hair net and gloves with the students as they go to their desks.		
<b>5</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> The teacher will then explain that contractions are when we put two words together for 2 different reasons. “One reason is to make our sentences shorter. We already use these words in our day-to-day lives. We usually say ‘I don’t’ and ‘I can’t’ but we are really saying ‘I do not’ and ‘I can not.’ We are contracting without even knowing it! To show this, we mark this with an apostrophe, which is this little mark. We can think of this mark as kind of stitch to merge these two words together. So, we are going to be cutting and stitching these words together.” The teacher will then do one example explain the process (I do). Then the teacher will explain that they will be doing it together with the class, and the teacher will do an additional example with the class’ help (we do).		

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<b>15</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>Students will then transition to their desks and put on their gloves. When instructed, they will then flip open their sheets of paper. The teacher will explain that each student will have 3 ‘patients’ (words) with 8 total at the table. Students can ask their fellow table mates for help or questions as needed. Students will then sound out the words to figure out what the contraction is, cut out the necessary bits of the word, and then staple them together and add the ‘stitch’ (apostrophe). Before the students start, the teacher will model contracting a word together with the class using the smartboard. As the students are working on their individual words, the teacher will be walking around the classroom to monitor the class and assist with questions or other needs as needed.</p>
<b>5</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- At the end of the lesson, the teacher will go through each group of words and have the students hold up their final products to review the proper spellings and apostrophe placement of the contractions.</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b></p> <p><b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p><b>The teacher will walk around throughout the project, providing one-on-one help and assisting the students with the questions they may have.</b></p> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</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>- Of all the lessons I made for my practicum, this is the one I am definitely the most proud of. I put a lot of creativity in this one, and really saw the payoffs of it. Despite it being a really good lesson, it definitely had some unforeseen problems that I was able to learn from.</p> <p>The lesson was centered around contractions, with first explaining to students what a contraction is and connecting to their real lives. I explained that ‘we don’t always say do not, we say the shortened, contracted form.’ I made the connection that they already do this in their daily lives. They had also received a lesson on contractions once before, so they had background knowledge that they were able to build upon. I then modeled what they would be doing on the board, showing them the apostrophe was the ‘stitch’ that put the new contracted word together, and that they as ‘surgeons’ would have their own words they would be stitching up. I made sure to carefully put all the materials for each student together (which took much more time than I thought it would!) so it would be ready for them. These materials included gloves and their covid masks, so they felt like real surgeons. The gloves were a great example of being a really good idea on paper, but not necessarily working great in the execution. I ended up using clear gloves that my practicum teacher already had as an attempt to be cost effective. But these gloves ended up being really cumbersome and difficult for the students to use. Many students called me over and asked me if they had to wear them, making them turn into a nuisance as opposed to a fun aspect. One way I can remedy this is trying to think through the specifics next time, and practice the lesson as a student to foresee any problems.</p> <p>I also did not realize the chaos I would uncork when doing this lesson! The students were really excited to do the lesson, but I did not give clear enough instructions on the management of the lesson like where to put their cut paper and keeping the noise down in a way that did not include me repeatedly telling them to be quiet. The result of this was a fleury of excitement and cut paper that I had to do my best to contain.</p> <p>My failures in this lesson were once again a great teacher for me to learn from. I learned that I can create lessons that students are incredibly excited about. I also learned that the more ambitious the lesson, the more carefully planned it needs to be in order to work well. Next time, I think I can be more creative with my classroom management as well as the lesson. Dr. Miller recommended using the heartbeat monitor I had in the background as a cutoff for noise level. Creative solutions like this are things I want to incorporate into my future lessons and use to make them even better!</p>	

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