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## Lesson Plan Template

Lesson Segment Focus Language Arts

Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed Language Arts Root Words

Date 02-04-19

Grade 2nd

### Student Outcomes

Specific learning objectives for this lesson.	The student will be able to match root words with the appropriate prefixes/suffixes.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Before this lesson, students have been taught root words, prefixes/suffixes, and their meanings.
Knowledge of students background (personal, cultural, or community assets)	Root words are very commonly/naturally used in America by everyone daily – without people realizing they use them.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?	
What will you do to provide varying supports for students at different levels of academic language development?	

## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Root word, Prefix, Suffix
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## Materials

Materials needed by teacher for this lesson.	Computer, Inspiration, Smart Board
Materials needed by students for this lesson.	Computer, Inspiration, Worksheets

## Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 minutes	<b><u>Introduction:</u></b> Define prefix, suffix, and root words with examples of them.	<b><u>REVIEW:</u></b> To begin the lesson, I will ask students if they remember what prefix, suffix, and root words are. As they raise their hands and give me answers, I will write the correct definitions on the Smart board as they write them on a sheet of notebook paper with me. I will also explain what “re” “ly” “un” and other prefixes/suffixes mean. After this, I will provide them with up to 3 examples on the board. For the first example, I will write the word “lovely.” I will underline “love” and state that it is the root word and that “ly” is the suffix. I will do the same thing with the words “kind” and “joy.”
15 minutes	<b><u>Instruction:</u></b>	After the introduction, I will show my students an example version of an Inspiration web created by me on the Smart board. I will explain that their task is to link words with suffixes/prefixes to the appropriate root word. I will then have my students open Inspiration so we can begin creating the web. Once I have everyone’s attention, I will have my students make webs with the following words: great, cook, do, and view. They are responsible for linking at least two words of their choice with prefixes or suffixes to this root word. They can also link graphics. As they do this, I will be walking around assisting any students who needs it and making sure that EVERYONE is on task.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<p>Identifying root words in a sentence.</p> <p>*SIDE NOTE: [The table will not allow me to type the next part to the right of this box so it is typed underneath]</p> <p>I will then review a variety of correct answers for the web and pass out a worksheet that has sentences on them. I will give my students highlighters and ask them to highlight all of the root words that they see. When everyone has finished, we will go over the worksheet as a class and the students will raise their hands and tell me the root words they identified. They will then tell me the prefix/suffix and what they mean.</p> <p>Time: 25 minutes</p>	
5 Minutes	<b>Closure:</b> Voicing questions, comments, concerns.	To end the lesson, I will give my students the opportunity to ask questions, voice concerns, and have a short class discussion about sentences that may have confused them on the worksheet.

#### **Accommodations/Modifications**

How might I modify instruction for:	Remediation: I will allow all students with visual or hearing impairments to sit at the front of the classroom to better understand, focus, and participate in the lesson.
Remediation?	
Intervention?	Intervention: For students who require intervention, I can have them draw/color a web instead of using Inspiration. I can monitor this table and assist them as well with writing and matching words.

IEP/504? LEP/ESL?	
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### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Along with using Inspiration or drawing a web on paper, students could also use flash cards (that includes pictures) and match the appropriate cards together. This visual aid could make grasping the lesson easier.
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### Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

### Research/Theory

Identify theories or research that supports the approach you used.	
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### Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

