

Name Bailee Farmer

## Lesson Plan Template

Lesson Segment Focus ELA  
2

Lesson 1 of 2

Course & topic addressed Prepositions

Date 11/11/18 Grade 2

### Student Outcomes

Specific learning objectives for this lesson.	Students should be able to identify a preposition and use them correctly
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Student's know what a complete sentence is, and the basic parts of a sentence. Student's should also use relation-words
Knowledge of students background (personal, cultural, or community assets)	By second grade students have developed an understanding of basic sentence comprehension, correct word usage, and relation-words. This lesson will build on that knowledge and teach students to use prepositions correctly while being aware of what they are doing.

### 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.	<b>L.2.1.G Use prepositions correctly.</b>
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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?	An anchor chart of prepositions will be hanging up in the classroom for visuals I will play a video for visual and auditory learners I will discuss prepositions for auditory learners I will allow students to perform actions prepositions for kinesthetic learners I will provide a preposition handout with all of the prepositions in the student's native tongue for students to refer to
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Of, in, for, with, on, at, from, by, about, as, into, like, through, after, over, between, out, against, during, without, before, under, around, among</b>
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## Materials

Materials needed by teacher for this lesson.	• Worksheets • Smartboard • Whiteboard • Handout • eBook
Materials needed by students for this lesson.	• Pencil

## 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.
5 min	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Video</u></b></li> </ul>	<p>I will start off by telling the students, “We are going to be learning about prepositions today! A preposition is a part of speech that shows the relation of a noun or pronoun to another word.” Then I will pull up BrainPOP and show the video about prepositions to give the students a fun introduction. I will tell the class to try to notice all of the different things the mouse can do with the cheese (he can be beside it, inside it, on top of it, etc.)</p>
20 min	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Preposition Lesson • Active Prepositions • eBook</li> </ul>	<ul style="list-style-type: none"> <li>• After watching the video about prepositions, I will conduct a mini lesson over prepositions on the white board. “Prepositions are words that can tell all of the things a dog can be in relation to his doghouse” I will draw examples on the board along with a handout that shows this. • I will then get a chair at the front of the classroom and show examples of prepositions. I will stand beside the chair, on the chair, etc. I will let the students shout out which prepositions I am doing. “Ms. Bailee is on top of the chair!” • Then I will tell the students to stand beside their chairs and I will instruct them to do prepositions with their chair as I have. I will tell the students to “Stand beside their chair, stand near their chair, stand behind their chair, etc.”</li> </ul>

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.
		<ul style="list-style-type: none"> <li>• After I feel that the students are understanding prepositions and using them correctly, I will read the eBook to them on the smartboard. I will have them try to find the prepositions on each slide/page.</li> </ul>
15 min	<b>Closure</b> <ul style="list-style-type: none"> <li>• Worksheet and BrainPOP</li> </ul>	<ul style="list-style-type: none"> <li>• For the closing activity I will give them a prepositions worksheet to provide them an opportunity to test their knowledge individually. <ul style="list-style-type: none"> <li>• Students will be allowed to play on BrainPOP to further their knowledge of prepositions with games, quizzes, and videos</li> </ul> </li> </ul>

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	. Students who are not grasping the concept in a whole group setting will be pulled into small groups of 3-5 students in order to pin point areas of weakness.  If needed, students with IEP or 504 plans will be given an opportunity to complete the assignment with simplified instructions, additional resources, or multiple-choice questioning on the worksheets with eliminated answers.
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### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>-Provide handouts for reference, videos for visuals, and an eBook for auditory learners. -Allow students to work in small groups and conversate with classmates, while creating a list of questions to bring back and present whole group</b>
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### Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students'	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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**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>