Name__Marlana Deese__

Lesson Plan

Learning Segment Focus: __English and Language Arts_____Lesson ___1___of___1____

Course & topic addressed ___Craft and Structure_QR READER____Date__3-10-20____
Grade_2nd_____

Student Outcomes

Specific learning **objectives** for this lesson.	Students would further their education about the meaning of words, and how a sentence is supposed to be structured, through QR codes.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students previously learned more vocabulary words, and the week before learned the basics of craft and structure of sentences.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Be sure to know if the QR reader app has any bias, which doesn't. Also, make sure the sentences and words are appropriate for each and every student.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.**

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**QR Reader** **QR Code** **Word Context** **Sentence Structure** **Verbs** **Nouns** **Coding**

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	I will go over numerous amounts of vocabulary words prior to this lesson in the classroom. I will have a word wall and also a poster to remind the students exactly how a sentence is supposed to be set up.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer Smart Board PowerPoint Paper Printer QR Reader App Pencils Pen
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Ipad Paper QR Reader software QR Reader worksheet Pencil Eraser

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5-10 Minutes	**Introduction**:	For the first five to ten minutes I will go over how a sentence is supposed to be set up and also meanings of vocabulary and phrases.
20-25 Minutes	**Instruction:**	1. First I will go over the QR reader software and give a tutorial on the smartboard. 2. I will then allow students to get in groups and explore/practice the QR Reader software. 3. Once the students practice with the software a little, I will explain the assignment they will be working on and place them in assigned groups. 4. I will pass out the QR Reader Worksheet and explain exactly what is being asked of them. - The worksheet will consist of questions that they can answer in the group. The answer isn't on the paper, but a QR code is that they can scan to check their answer. Some questions have sentences with vocabulary words missing, with the answer as a QR code. The students will put the correct answer on the paper

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
		5. Give students time to do the assignment.
5- 10 Minutes	**Closure:**	At this time I will take up the assignment and ask the students what they liked and disliked about the lesson.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	. Some students may need extra time on understanding QR Reader software, which is understandable. I would work with those students.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	**The lesson overall is very visual and hands-on. The lesson includes coding in a fun, engaging way.**

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).	XXX Formative /☐ Summative	The QR worksheet is a formative assessment because I am assessing them on how well they understand craft and structure while incorporating coding.
	☐ Formative / XXXSummative	The discussion at the end of the lesson is a summative assessment. I ask the students that they learned and what they would've changed about the lesson.
	☐ Formative /☐ Summative	

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

I love to _____ at the beach.

The correct sentence structure is in this order: _____

The baseball player is on _____ before running to the home plate.

We go to lunch _____ P.E.