

Lesson Plan Template

Date:

Short "E" BINGO -

Grade: 1 st grade	Subject: English/Language Arts
Materials: BINGO cards, place markers, glue, scissors, pencil, "What is That Smell Fly Guy?" book	Technology Needed: Promethean Board
Instructional Strategies: <input 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	Guided Practices and Concrete Application: <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: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <ul style="list-style-type: none"> • 1.RF.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes) a. Distinguish long from short vowel sounds in spoken single-syllable words. 	Differentiation Below Proficiency: <ul style="list-style-type: none"> - If these students are falling behind, they could be paired with a peer next to them that could help them find their short E words on their BINGO card. Above Proficiency: <ul style="list-style-type: none"> - These students could be encouraged to create their own list of Short E words they could add to the back of their worksheet with their BINGO words. Another option would be having these students go through and underline each short e letter within the words provided. Approaching/Emerging Proficiency: <ul style="list-style-type: none"> - These students will be challenged by finding the short e words and sounding them out before putting their place markers on their BINGO cards. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: these students will benefit from being able to see the word as it is written on the board. • Auditory: these students will benefit from me "calling" out the word for BINGO and slowly sounding it out for them. • Kinesthetic: these students will benefit from cutting out their words and being able to put place markers over their word that they have. • Tactile: these students will benefit from using the place markers to find their word before they say it for BINGO.
Objective(s) <ul style="list-style-type: none"> - By the end of the lesson, students will distinguish the short "e" vowel sound by recognizing words and the sound on a BINGO card. Bloom's Taxonomy Cognitive Level: Knowledge, Comprehension, Application	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> - Students are expected to sit quietly when at the carpet for the beginning story (Give Me 5 procedure). - When cutting out the BINGO pieces, the students are expected to do so efficiently and respectfully; picking up any scraps they may leave on the floor, etc. - When gluing the BINGO pieces onto paper, the students are expected to only put glue on the piece of paper; NOT their desk, other students' belongings, etc. - When playing BINGO, the students are expected to not talk and listen to the teacher call the different words. - The students are expected to stay at their desks and to be respectful of others' property that they are using. - If the students fail to follow these procedures and rules, they will no longer be able to play BINGO with the whole class.
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> - Students will be on the front carpet while reading the book for the opening engagement section. - When finished with the story and discussion, the students will walk quietly back to their desks to get started on cutting out their pieces for BINGO. - The students will stay at their desks for the remainder of the lesson/explore time. 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> - Students are expected to sit quietly when at the carpet for the beginning story (Give Me 5 procedure). - When cutting out the BINGO pieces, the students are expected to do so efficiently and respectfully; picking up any scraps they may leave on the floor, etc. - When gluing the BINGO pieces onto paper, the students are expected to only put glue on the piece of paper; NOT their desk, other students' belongings, etc. - When playing BINGO, the students are expected to not talk and listen to the teacher call the different words. - The students are expected to stay at their desks and to be respectful of others' property that they are using. - If the students fail to follow these procedures and rules, they will no longer be able to play BINGO with the whole class.
Minutes	Procedures
	Set-up/Prep: <ul style="list-style-type: none"> - Create BINGO cards for students to use - Create Short "E" cut-outs - Print out sheets for all students (14 total of each)
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)

	<ul style="list-style-type: none"> - Start out by reading. "What is That Smell Fly Guy?" <ul style="list-style-type: none"> o This book focuses primarily on the short E sound. o Encourage the students to try and count how many Short E sounds they hear on each page.
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - Ask the students, "What sound does short "E" make?" - Have the students recall some short E words they heard within the story – or other examples that they know/think of. - Explain to the students the short E sound
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - Students will cut out "Short E BINGO" pieces and glue them onto their card in any order they prefer. <ul style="list-style-type: none"> o Encourage them to make it different than their peers because they want to be the first to get three in a row. o Also encourage the students to familiarize themselves with the words they are cutting out and gluing. - After all of the students have glued on their pieces, the whole class will read through the words together. After that, the we will play Short E Bingo. <ul style="list-style-type: none"> o First, the teacher will call one word off of the Short E Bingo card. o The teacher will give the student time to put their placement markers over their word, and then the student will wait until the teacher calls the next word. o The teacher will have the students sound out the word to themselves before they put their placement marker on the word. The teacher will also write the word on the board once she/he has called it.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Once someone calls a BINGO, the teacher will "check" the card to make sure it is a good BINGO. - The other students will then put their BINGO cards away. - They then will complete and exit slip where they must write down two words that contain the Short E vowel sound.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none"> - While the students are playing BINGO, the teacher can be walking around, making sure all of the students are understanding what you are saying, can find it, and say the word/sound themselves. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> - At the end of the lesson, the students will complete an "Exit slip" where they must write down two words that contain the short E vowel sound.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The students were very engaged in this lesson! They loved that they were getting to play "BINGO" and even asked to do it the following day with more vowel sound words. We even got to talk about the rules of BINGO: that everyone HAS to be quite so other people can hear. They did a really great job. I would have loved if the students could have made up the words on their BINGO card somehow, but I'm not sure how I would then know the words to call or how that process would go. Maybe making a list of Short E words a previous day together as a class could be an option too. This way the students are familiar with the words and are understanding the short e sound.</p>	