

**EFFECTIVE INSTRUCTIONAL DESIGN – STANDARDS BASED LESSON PLAN**

<b>Elements of the Lesson</b>	<b>Evidence that Documents the Elements</b>
<b>Standard</b> <b>MDE grade level or CCSS</b>	<b>CCSS.ELA-LITERACY.L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CCSS.ELA-LITERACY.L.3.1.E</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.
<b>Objectives/Targets – I can statements</b> <b>What am I going to teach?</b> <b>What will the students be able to do at the end of the lesson?</b> <b>How will the objectives be assessed? How will they use/apply their new knowledge?</b> <b>What formative assessments will I use to inform instruction?</b>	<b>I can...</b>  I can identify the correct word endings (-ed, -ing, -er, -est) for base words.  I can write the correct word endings (-ed, -ing, -er, -est) for base words.
<b>Lesson Management: Focus and Organization</b> <b>What positive strategies, techniques and tools will I use?</b> <b>What are my ideas for on task, active and focused student behavior?</b>	To promote positivity, I will always be announcing student’s names that are following directions and participating in the activity. When students are completed with a task, I will ask them to put their thumbs up so I know they’re ready to move forward with the lesson. Active students who are on task are participating the whole class discussion about word endings and completing the Base Words and Endings worksheet when told to do so.
<b>Introduction: Creating Excitement and Focus</b> <b>What will I do to capture student interest?</b> <b>What prior knowledge needs to be accessed?</b> <b>In what practice/review will students participate?</b>	On the white board in the front of the room I will have a t-chart written; the left side will have the title of “Last week’s spelling words with endings –s, -es, -ies” and the right side will have the title “This week’s spelling words with endings –ed, -ing, -er, -est”. On the right side I will have four different base words (shop, easy, great, use) written to express the new word endings. I will ask some students to go to the board and write words from last week (with proper endings) on the left side of the t-chart. After the left side is completed, I will ask students to assist me in matching the new endings to the four base words while asking questions. These questions are “Why is another consonant added along with the ending?” CVC spelling pattern; “If there is a ‘y’ on the base word and either –er or –est needs to be added, what do you do with the ‘y’?” drop the ‘y’; “What happens to the “e” at the end of word before the ending is added?” drop the e. This brief introduction will not only engage students, but also assess their prior knowledge about word endings.

<p><b>Input: Setting up the Lesson</b></p> <p><b>Task analysis:</b></p> <ul style="list-style-type: none"> <li>• <b>What information does the learner need? If needed how will it be provided?</b></li> <li>• <b>How is the lesson scaffolded? [step-by-step]</b></li> </ul> <p><b>Thinking levels: questions to engage students' thinking</b></p> <ul style="list-style-type: none"> <li>• <b>Remembering</b></li> <li>• <b>Understanding</b></li> <li>• <b>Applying</b></li> <li>• <b>Analyzing</b></li> <li>• <b>Evaluating</b></li> <li>• <b>Creating</b></li> </ul> <p><b>Accommodations: implementing differentiation principles</b></p> <ul style="list-style-type: none"> <li>• <b>Remediation/Intervention</b></li> <li>• <b>Extension/Enrichment</b></li> <li>• <b>Learning styles</b></li> </ul> <p><b>Methods, Materials and Integrated Technology</b></p> <ul style="list-style-type: none"> <li>• <b>Instructional methods</b></li> <li>• <b>Engagement strategies</b></li> <li>• <b>Materials needed and prepared</b></li> <li>• <b>Integrated technology list</b></li> </ul>	<p><b>Task Analysis:</b></p> <p>The learner needs information about base words and possible word endings (-ed, -ing, -er, -est). The class discussion and Base Words and Endings worksheet will provide it. The lesson will begin with an introduction (stated above) and the "I Can" statements for the lesson. Then the students will complete the worksheet after we've read the directions aloud. After some time is given to students in order to complete the worksheet, we will correct the worksheet together.</p> <p><b>Thinking Levels:</b></p> <p>Remembering- What spelling words did we learn last week? What were the endings of those spelling words?</p> <p>Understanding- Why is another consonant added along with the ending? If there is a "y" on the base word and either -er or -est needs to be added, what do you do with the "y"? What happens to the "e" at the end of word before the ending is added?</p> <p>Applying- Circle the correct base word with its proper ending. Write the word with its ending in the sentence (both are completed via worksheet).</p> <p><b>Accommodations:</b></p> <p>For intervention I will wander the room and individually help students as needed with the Base Words and Endings worksheet. I will also ask questions to particular students who struggle in order to keep them involved during the discussion portion of the lesson. Students will complete questions five through nine on the worksheet as an extension to the lesson. Learning styles for this lesson include linguistic, visual/spatial, and logical.</p> <p><b>Methods, Materials, and Integrated Technology:</b></p> <p>An instructional method I'm using in this lesson is white board splash; this is completed during the introduction portion of the lesson. I will engage students by having them write past spelling words on the white board. Each student will need a pencil, a copy of the Base Words and Endings worksheet, and possibly their thinking notebook (as a reference). I will need dry erase markers, the white board, a copy of the Base Words and Endings worksheet, and a pencil. Technology used in this lesson is the ELMO.</p>
<p><b>Modeling: "I DO"</b></p> <p><b>Show/Tell: visual/verbal input (i.e. demonstrate/tell)</b></p> <p><b>How/What: questioning and redirecting techniques</b></p>	<p>I will model how to add an ending for the word "shop" on the white board in the beginning of the lesson. Then before the students complete the worksheet, I will model how circle the correct endings for words.</p>

<p><b>Checking for Understanding</b>  <b>Teach some – stop and check – resume teaching</b>  <b>Ways in which students will respond and be engaged</b>  <b>Formative assessment strategies to be implemented</b></p>	<p>I will give the students one minute to complete the second problem on the worksheet and then I will have them put their thumbs up after I read each of the different endings to see what they chose. This will quickly let me know if students are understanding how to proper add endings to base words.</p>
<p><b>Guided Practice: “WE DO”</b>  <b>What do the teacher and student do together?</b>  <b>Modeling first then with a gradual release of responsibility</b></p>	<p>The students and I will be completing the three other endings for the base words on the white board. I will discuss how the endings should be added and also ask them questions about the rules to follow when doing so.</p>
<p><b>Collaborative (“YOU DO TOGETHER”) and/or Independent Practice (“YOU DO”)</b>  <b>What practice(s) will be demonstrated/modeled?</b>  <b>How will connections be made?</b>  <b>How will students demonstrate target?</b></p>	<p>The students will complete the rest of the worksheet on their own. By choosing either the one or two base words with proper endings, the students are demonstrating the target. Also, when they write the word with its ending, the target is demonstrated. Connections will be made from last week’s spelling word with their endings to this week’s new endings.</p>
<p><b>Closure</b>  <b>How will I review the I can statements?</b>  <b>How will connections be made to future learning?</b></p>	<p>After we’ve gone over the worksheet together, I will remind them that today they learned about the new endings –ed, -ing, -er, -est. Last week they learned about the endings –s, -es, -ies. By knowing how to add proper endings to base words, it will help them in both their spelling and writing.</p>
<p><b>Assessment</b>  <b>What evidence supports that the objective(s) were met?</b>  <b>What do my students know, understand and are able to do?</b>  <b>What formative assessments informed your instruction?</b></p>	<p>The Base Words and Endings worksheet is the evidence in which the objectives were met. The students know the rules in adding endings –ed, -ing, -er, -est to base words. The formative assessment was both the worksheet and the t-chart, which showed how well the students understand word endings.</p>
<p><b>Reflection</b>  <b>Using your assessment data, what will you change?</b>  <b>How well did the students perform? Were all students engaged?</b>  <b>How was my timing?</b>  <b>How many students struggled? What will I do to help those who struggled?</b>  <b>What will I do to extend the learning for those who met target?</b>  <b>What did everyone know? What did no one know? Were there</b></p>	<p>...any surprises?</p>

