

UNE Standards-Based Lesson Plan Template

Content: reading

Grade Level: 2nd

Lesson Title: Heart words

Duration: 30-40 mins

	Standard	L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.
<p>Before Lesson</p> <p><i>Where am I going?</i></p>	<p>Learning Objective</p> <p>Skills/knowledge</p> <p>Conditions - How they show you</p> <p>Criteria - how you measure their learning</p>	<p>Students will be able to read and identify the heart words said, push, why, my, by, talk, and walk</p> <p>Students should also be able to identify the tricky part of each word (the part they have to know by heart)</p> <p>Skills/knowledge- sight word recognition</p> <p>Conditions-spelling and reading the words out loud</p> <p>MEasuring their learning by their ability to spell and read the word</p>
	Meaningful Formative Assessment of Student Learning	<p>Underlining the “heart” part of the word</p> <p>Writing the word out on lined paper</p> <p>Reading the word out loud</p>
	Materials	<p>Lined paper</p> <p>https://docs.google.com/presentation/d/1YzmGhHKtBeDoUm8Dvf_2sHg0EG_aJBX29IIRBej0mxg/edit?slide=id.p#slide=id.p</p> <p>Pencil</p> <p>Marker or highlighter to underline</p>
<p>During Lesson</p> <p><i>How Will I Get There?</i></p>	<p>Opening Procedures:</p> <p><u>ENGAGE</u></p> <ul style="list-style-type: none"> ● Hook ● Activation of prior knowledge ● Warm-up 	<p>Hook- what are heart words? Does anyone have an example?</p> <p>-Why cant we sound some of them out?</p> <p>-explain that some of these words are rule breakers</p> <p>Warm up- quick review of all the words have them read them on the screen</p>

	<p>Instructional Strategies:</p> <p>Allotted Time for each activity:</p> <p><u>EXPLORE</u></p> <p><u>EXPLAIN</u></p> <p><u>ELABORATE</u></p> <p>It is important to use the gradual release of responsibility in your lesson plan. You support in the WE DO Phase (keep the training wheels on) until they are ready to go and work independently in the YOU DO stage (no training wheels).</p>	<p>I do- talk about heart words and what they are, also allow soem time for conversation and questions as well as giving students time to provide examples, this lesson is more of a review of the same heart words they have learned they just need a review We do- read all of the heart words together then go over which papers of the word are the parts we need to know by heart</p> <p>You do- write down the word on lined paper when i say it out loud as well as underline the part they need to know by heart</p>
	<p>Differentiation and Other Instructional Considerations</p> <p>Content - what they read, write Process - how they learn Product - how they show you what they have learned Environment - where they learn</p> <p>Differentiation Resource</p>	<p>Giving some students some additional prompting Also maybe soem students could use a word bank or a reminder of the sounds that connect to the specific letters we are using</p>
<p><u>After Lesson</u></p> <p><i>How will I know if my students have arrived?</i></p>	<p>Evaluation of Student Objective</p> <p><i>(If you did not teach the lesson then you must anticipate these answers)</i></p> <p>Reflection</p> <p><i>(If you did not teach the lesson then you must anticipate these answers)</i></p>	<p>I feel like this lesson went really well, most of my students seemed to be able to get the words down. I actually used this idea from a UFLY lesson I did at young school so it was cool to turn it into my own. I think I did really well with my warm up and getting students to talk about heart words. I noticed that before I taught this lesson a few students were not even aware of what a “heart word” was, so i think this lessons as needed. Next time I wold probably give a little</p>

		<p>more wait time for my students to spell out the words on their papers. Overall I really liked teaching this lesson. I think it was simple but very necessary. It was also helpful to have students underline or put a heart around the letter sounds they need to know by heart. This was another strategy I took from my cooperating teacher at young school!</p>
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