

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade:</b> 3rd	<b>Subject:</b> English Language Arts
<b>Materials:</b> Compound word matching card game, whiteboard, dry erase marker	<b>Technology Needed:</b>
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
<b>Standard(s)</b> RF.3c. Decode multi-syllable words.	<b>Differentiation</b> <b>Below Proficiency:</b> Students are unable to form compound words. <b>Above Proficiency:</b> Students will be able to form compound words with 100% accuracy. <b>Approaching/Emerging Proficiency:</b> Students are able to form compound words with only a few errors. <b>Modalities/Learning Preferences:</b> Visual, Creative, Hands on
<b>Objective(s)</b> Students will be able to form compound words and use parts of a compound word to determine the meaning of the whole word.  <b>Bloom's Taxonomy Cognitive Level:</b> Apply, Create	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> I will create a positive environment by engaging the students in an activity. The students will be responsible for participating in group activities. I will provide instruction for moving around the room during transition times.	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students are expected to participate in activities.
<b>Minutes</b>	<b>Procedures</b>
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Have the compound word matching card game for each group ready.</li> </ul>
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• I will first begin by reviewing over what a compound word is by asking the class.               <ul style="list-style-type: none"> <li>○ A compound word is two words put together to make one word with a new meaning.</li> </ul> </li> <li>• I will then tell the class that we are usually able to use the two smaller words in the compound word to figure out what the meaning is.</li> <li>• I will then write the compound word “notebook” on the white board.               <ul style="list-style-type: none"> <li>○ A book (made of paper) for taking notes (to write down words).</li> </ul> </li> <li>• I will then ask the students how can you use the two smaller words in a compound word to help you figure out its meaning?</li> <li>• I will then write the compound word “haircut” on the white board.               <ul style="list-style-type: none"> <li>○ To cut (remove) hair.</li> </ul> </li> <li>• I will then ask the students how can you use the two smaller words in a compound word to help you figure out its meaning?</li> <li>• I will then write the word “strawberry” on the white board.</li> <li>• I will then ask the students how can you use the two smaller words in a compound word to help you figure out its meaning?</li> <li>• I will then explain to students that there are some compound words where the two smaller words combined do not make sense to find the meaning. A “strawberry” is not a berry (fruit) made of straw (hay). Another example is “butterfly” because butter (like a stick of butter) cannot fly.</li> </ul>
<b>2</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• I will explain to students that they will be playing a compound word matching card game with a partner.</li> <li>• There are 12 compound words that they must find, 24 cards all together with one word on it.</li> <li>• The cards will be mixed in random order.</li> <li>• They will turn the cards facing down by setting them in 4 rows of 6. (I will draw this out on the white board for them)</li> <li>• Each partner will take turns flipping two cards over.</li> <li>• The two words must match up to create a compound word. If they do, that student gets to put the two cards that formed a compound word in their pile on the side.</li> </ul>

# Lesson Plan Template

Date: \_\_\_\_\_

	<ul style="list-style-type: none"> <li>• If the two words do not make a compound word, the student then must flip both cards back over for their partners turn.</li> </ul>
<b>10</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Students will play the compound word matching card game.</li> </ul>
<b>3</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• I will then have a few groups share one compound word they formed and share what the meaning is.</li> <li>• Students will then clean up.</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>I will assess the students by their participation in class and if they are matching the correct words together to form a compound word during the game.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>After reviewing over compound words with the 3<sup>rd</sup> graders, I believe the lesson went well. I began by asking the class what a compound word was. I then told the class that we are usually able to use the two smaller words in the compound word to figure out what the meaning is. I then gave three examples on the board that the students had to help me try to figure out the meaning to by breaking the compound word apart. I then created a compound word matching card game that I told the students they will be playing with a partner. The cards were mixed in random order and the students turned the cards facing down by setting them in six rows of four. Each partner took turns flipping over two cards. The two words had to create a compound word, and if not, they had to flip the cards back over. The students had a lot of fun forming compound words while playing the game.</p> <p>Even though the lesson went well, I would change a few things. First, some of the students got the words "snowman" and "keyboard" mixed up. They were confused because they created "snowboard" but then had the words key and man left. I review with them if they had two left over words that did not create a compound word, that one of their words were not the correct match I was looking for. For next time, I would replace one of those words so that students will not be confused while playing the game. Another thing I would have added in was that some of the students finished playing the game earlier than others. I would then have made them write down the compound words that they have formed. I would then have them write them in alphabetical order. Then I would have had a hard copy for them to turn in to be assessed. Overall, the lesson went well, and the students enjoyed the compound word matching card game.</p>	

**fire**

**wood**

**head**

**ache**

**play**

**ground**

**foot**

**ball**

**wash**

**cloth**

**key**

**board**

**snow**

**man**

**bed**

**room**

**tooth**

**brush**

**back**

**pack**

**sail**

**boat**

**rain**

**bow**