Gabrielle White

Modified 5E Lesson Plan Template

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| **Title: Foundation Friday** | |
| **Teacher:** Elle White & Anna Gay  **Subject:** English I  **Grade Level:** 9th | **Lesson Length (time estimate):** Class period is 80 minutes – Lesson is around 55 minutes  **Lesson Date:** Janurary 26, 2024 |
| **Standards, Objectives, and Materials** | |
| ***Ask yourself:* How does this lesson connect to current state standards? What will students know or be able to do after participating in the lesson? How will students demonstrate what they know?**   * The foundation Friday opening covers several different TEKS so no matter which activity the student chooses they are working on one of the following standards. Then the game and quiz follow TEK 9.2B * After todays class students will either improved their reading comprehension or grammar and writing skills and expanded their vocabulary. In some cases the students will demonstrate this through the data in the online resources but all students will showcase their vocabulary skills in the end of class quiz.   **State standards covered from these two sources:**   * TEKS: 9.4A: establish purpose for reading assigned and self-selcted texts, 9.4F: make inferences and use evidence to support understanding, 9.9D:edit drafts using standards English conventions, 9.2B: analyze context to distinguish between the denotative and connotative meaning of words. * ELPS: Any students in our class have tested out of ELPS-TELPAS levels however if there were ELL’s this lesson plan would cover 74.4.b4 (These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English) and 74.4c1c (use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary)   **Objectives (SWBAT)**   * 9.4A: Students are able to choose reading material for their reading level. Students are able to stay on task and read their chosen piece for the full amount of time. * 9.4F: Students are able to answer questions regarding the plot of the passage they read. Students are able to make inferences about the reading and answer questions regarding themes. * 9.9D: Students are able to answer questions about grammar like tense, punctuation and spelling. Students are able to correct their mistakes and advance in the online program. * 9.2B: Students are able to match terms to their definitions. Students are able to determine meanings of words using context clues in sentences.   **Learning Objective:**   * Explore new words and cofirm meanings by examining their roles in context to distinguish between connotation and denotion.   **Success Criteria:**   * Write a correctly-written “meaningful sentence” that showcases: the word, the part of speech, the definition used in context.   **Are there any IEP goals, 504 plans, or levels of ELLs to consider with your objectives? What learning differences will you keep in mind? List them here.**   * I have several students with IEP and 504’s the activites in this lesson cover all their accomadations. Specifcaly in 7th period I have 4 students with 504 plans – they require extra time and small groups – both of which are accounted for in the game. As for the quiz all students have double the time needed to take the quiz however if students with extra time do not finish the quiz during class they turn it in to me at the end of class and they can return at flex or luch to finish their assessment. | |
| **Materials**   * I need the electronic board = How they see direction and participate with the class * I need Quizlet/Quizlet Live = The tool the kids can use to play the game which helps them learn the lesson. * I need the ‘Foundation Friday’ Slide = This will help them remember their options and decide what is best for them to work on during their time. * I need a visual timer = Helps me and the class stay on task * The students all need an electronic device = allows them to participate in the activity * I need hard copies of my quiz = To test the student knowledge and help me track their progress. | |
| **Lesson components: The 5Es** | |
| **Engage** (39 minutes)  My student engage with the lesson through the fun activity/game we will play and then again through the quiz. I will explain the game first, telling them how they will do three rounds and how each round will work. The first round they will be in teams (chosen by the computer), and they can talk and help each other and need to work together effectivity. The second round they are in teams but they need to be silent. The last round in individual and they will need to complete the game on their own.  I capture their attention through the fun of the game, students are very competitive. O activate their prior knowledge because the quizlet chooses any words from the master list including the new terms of this week and any terms from the previous weeks from the semester. The key question students are trying to answer is “Do I know the terms?”. | |
| **Teacher actions**  The quizlet live opens and they will play 3 rounds of the game. The first round they will play in their groups, using each other to build and help determine the right answer. Second round is still in groups but silent round so they can not talk with eachother and help but they are still relying on eachother to know the answers. The last round is indivudal where each student has to play the terms on their own and does not have the help, fallback, or easy out from teammates.  This portion there are no expected modifications, they already work in small groups, and the timing is dependant on each student. If anyone has any verbal/literary accomadations the program has those adaption on their specifc devices. | **Possible Student Actions and Responses**  The students will participate in the game through their online devices. They will try to pair the vocab words with the definitions on their screen – each group has the same definition but different words so only one person in the group has the correct answer. They are expected to know their own words and if they do not have the answer be able to help their teammates find who does have the right term. My expectation is that they are engaged and enjoying the game even if they did not review the terms as much as they needed. This is a time for them to learn the terms they don’t know right before the quiz.  Some issues we expect are that the kids who have not studied the terms will simply wait for their group members to help them or give them the answers, however this only works for the group round after that they are forced to figure out the answers on their own. |
| **Explore** (20 minutes)   * Enable students to explore their ideas, singly and in groups, in classroom or at a distance. Provides students time to think, plan, investigate, and organize collected information. Students discuss with each other their ideas. * *Ask yourself:* What is the key question that will drive the EXPLORE? What will I ask my students to do during the EXPLORE and why? What directions will I give before the EXPLORE? How will I group my students? What are the different parts of the EXPLORE? How long will each part take? What information will I ask students to collect during the EXPLORE? What formative assessment questions will I ask?   The students explore topics both through their Foundation Friday and the quizlet activity. | |
| **Teacher actions**   * Write your plan here * Does anything need modification for learning differences?   They will discuss the terms during the quizlet game, they will need to find the right term for the right definition. They will be able to talk with eachother during the first round of the game to help them find answers.  They will also explore topics on their own through the online resouces like My path and No red ink. | **Possible Student Actions and Responses**  *Ask yourself:* What will my students say or do in response to what I do? How will students record relevant information? What problems might students encounter? How can I nip these problems in the bud?   * Students will choose their own foundation Friday activity therefore they will be sculpting their learning to their needs. |
| **Explain** (2 minutes total – about 30 seconds between activity to explain the activites) – the first time they do Foundation Friday it will take longer than a few seconds but now the students have done this every Friday for the academic school year so they know how it works.   * This is where concepts are introduced or explained. Students acquire opportunities to connect their previous experiences with current learning and to make conceptual sense of the main ideas of the topic being studied. * *Ask yourself:* What information will I ask my students to share with the class after the EXPLORE? How will I orchestrate students sharing information in an orderly and productive way? What content will I highlight and review? What additional materials will I need for the teacher-led portion of the EXPLAIN? | |
| **Teacher actions**   * Write your plan here * Does anything need modification for learning differences?   In between each activity I will explain the next part of the lesson. First we will start with mindful minute which is just a minute of the students breathing and gathering themselves mentally, allowing them to calm down from the bustle of moving from their last classroom. Then I will talk about Foundation Friday and show them their options of how to spend their next 20 minutes. Then we will play the quizlet games which I explain to the students that quizletlive will automatically place them in groups and they will match the definition to the words on their screen. The rules change a bit with each round, first being the whole group works together, than the groups must be silent, then the round is individual without teams for help. Laslty I will hand out the quiz and tell them no talking or working together, Goodluck! | **Possible Student Actions and Responses**  I will talk slowly and repeat myself several times as well as having the directions written on the board for them to refresh as they need. |
| **Extend** (20 minutes)   * Students apply or extend previously introduced concepts and experiences to new situations. Students apply their knowledge to real world applications. * *Ask yourself:* What is the link between the EXPLORE and the EXTEND? How does the EXTEND give students the opportunity to apply their knowledge to new domains or explore new hypotheses? Is the EXTEND a reasonable length? How will students use their new definitions, knowledge, or skills to investigate or solve a similar or related problem? | |
| **Teacher actions**  I will hand out the premade quiz and give the students time to answer the questions. I am there for clarifying questions.  The time is enough for all students even those with IEP or 504s but if they still require extra time or aid they turn in their quiz at the end of class and return during their free period of the day to finish the quiz with the teacher. | **Possible Student Actions and Responses**   * Students can return later to finish quiz if needed |
| **Evaluate** (First 20 and last 20 minutes of class – explore and extend activites)   * Students, with their teachers, review and assess what they have learned and how they have learned it. Students can be given a formative or summative assessment to demonstrate what they know and can do. * *Ask yourself:* How will I know if my students have learned anything? How will I assess what my students know? What tasks will I give my students to demonstrate what they have learned? How will I relate these tasks to my objectives? What constitutes a correct answer to a question or a task? | |
| **Teacher actions**   * Write your plan here. Is there a rubric? * Does anything need modification for learning differences?   The first 20 minutes some of the evaluation will be through the online resouces of No Red Ink and My Path. However, everyone will be evaluated in the last 20 minutes through the quiz. The quiz will tell me who is improving their vocabulary skills and their reading comprehension.  Modifications are same as listed above | **Possible Student Actions and Responses**   * Extra time for quizzes   Students with accomodations for quizzes   * A.M.: extra time * E.C.: extra time * F.V: extra time * G.N. : extra time |

*Note.* Be sure to attach any student worksheets to your lesson plan.

------- FRIDAY PLAN -------

(1) Mindful minute

(20) Foundation Friday: Student Choice of ¼ skills to work on through self directed learning (see attached document).

(39) Quizlet Live: Round 1:Collaborative Groups, Round 2: Silent Groups, Round 3:Individual (Prize!)

(20) Quiz