

Solar Lesson Plan Format

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Age Level: 5th grade

Subject(s) Area: Language Arts

Materials Needed: Promethean Board and flash cards

Standards:

Current Grade Level:

- 5.RF.3: Know and apply grade level phonics and word analysis skills in decoding words
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

Modified Grade Level:

- RF.3: Know and apply grade level phonics and word analysis skills in decoding words
 - d. Reading common high-frequency words by sight

Objectives:

- The student will be able to listen to the community, symbols, or survival words that are being read to her by the teacher.
- The student will be able to identify the community, symbols, or survival words with help from the teacher.
- The student will be able to point out the community, symbols, or survival words on the board that are being said with no help from the teacher.

Learning Activities:

Opening Element:

- Tell the student good morning. Ask the student how she is doing. Then state that today we are going to be learning some community, symbols, or survival words.

Technology:

- Promethean Board for activity

Instructional Methods:

- **I DO** – I am going to go through the community, symbols, or survival words that are written on flashcards and read them aloud to the student and point to the

words on the flash cards while I am reading. I will repeat the process until all of the flashcards have been completed.

- **WE DO** – Together we are going to read through the flashcards. I am going to let the student try to read the words on her own, but if needed I will provide the word for the student and then have the student repeat the word. We will repeat the process until all of the flashcards have been completed.
- **YOU DO** – After we are done going through the flashcards I will have the student go to the Promethean board in the room. On the active board the student will be on helpkidzlearn.com and be doing an activity called choose-it maker that involves community, symbols, or survival words. During this portion of the lesson I will be collecting data on the student with how many words the student gets correct and incorrect.
 - While doing the activity on the smart board I will remind the student to listen to what it is telling her to do, and to look at the board and read what is in front of her.
 - If the student is not trying her best and guessing or picking randomly, I will restart the activity and have her re-try.

Wrap-Up:

- I will tell the student how great of a job she did with practicing her sight words for the day, and if time permits I will allow her to play one game on the active board of her choice.

Assessment:

- The data that is collected during the activity will be used for the teacher to see if growth is occurring during the quarter for her IEP goal.
- Observing the student and helping her when needed, will show what she is specifically struggling with.

Reflection:

- This lesson went very well. It was my first time teaching a special education lesson plan, so I was quite nervous about how it all was supposed to go. I worked with this student almost each day I was in the classroom, and she was so easy to work with. It was difficult at first to create a lesson that could be used for this student, but once the ideas were flowing I found it easy to create the lessons. When planning the lesson, I found it difficult to keep the lesson simple and not get too in depth on the topic. While I was teaching the lesson, I felt very confident that the student was learning the symbols and survival words. The “I DO”, “WE DO”, “YOU DO” helped the student break up the lesson into different parts. At this point since it is my first lesson that I have taught, I do not know what I might do differently, because I thought the lesson went really well. If I were to teach this lesson to a different student I might change the lesson up to fit the student's needs.