

SOLAR LESSON PLAN FORMAT

Age Level: 2nd Grade

Subject(s) Area: English Language Arts

Materials Needed: Paper with lines and headings (original, past, and present) see attached, scissors, worksheet, highlighters, pencils

Standards:

- 2.L.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told)

Objectives:

What will the students know or be able to do?: Students can demonstrate what the correct tense of an irregular verb is by reading context clues in each sentence.

Cognitive Level of Lesson (Bloom's Taxonomy): Level 2: Understanding

Learning Activities:

Opening Element: Explain "Today, we are going to learn about special verbs."

- Then, we will make a small organizer together
 - I will hand out half sheets of paper with lines I have already drawn for them
 - "First, you will need to take your scissors and cut where the line is. Try not to cut further than the line"
 - (Demonstrate cutting the line.)
 - "Next, fold your paper ** style."
 - (Demonstrate folding it)
 - "On the front of our sheet, on top of our cuts, we will write our three irregular verbs in their original tense."
 - (Write 'go', 'see', and 'do' on each square) (Then, write it on the board so they can have a visual)
 - "Next, we will open up our tabs and write our present tense form of our verbs. Does anyone know what present tense means? Present tense means it is something we are doing right now."
 - (Write 'goes', 'sees', and 'does')
 - "After we are done, we will move over to the next side and write the same word in its past tense form. Does anyone know what past tense means? Past tense means it has already happened. The past could be one minute ago to millions of years ago."
 - (Write 'saw', 'did', and 'went' on past side)
 - "Okay, let's say our tenses together. Go, goes, went. See, sees, saw. Do, does, did."

Reflective Questions: “Does anyone know why special verbs are special? What do we usually do to verbs to make them past tense? (add ed) We add ed at the end of verbs to make them past tense. These verbs are special because we do not add ed at the end. We change the word entirely.”

Technology: Active Board

Required Vocabulary: Go, goes, went. Do, does, did. See, sees, saw. Past tense: already happened. Present tense: is happening right now

Instructional Methods:

TO DO:

- Draw 3 lines on each half of a piece of paper
- Make 11 copies
- Cut papers in half
- Write ‘original’, ‘present’, ‘past’ on the top
- Next, I will pass out the worksheets and ask the students to take out their pencil and highlighters.
- Together, we will go through the top of the worksheet. I will have one student read each word’s example.
- After they read the sentence, I will explain using content clues to find out what tense the sentence is. “When we read ‘I see a red bird in that tree right now’, how do we know that it is in the tree right this second?” (the sentence says right now)
- Do the same with the next 5 sentences (yesterday, quickly, last night, nothing, last Sunday)
- After we go through our examples, we will go through our first 4 sentences together. I will have one student volunteer to read the first sentence.
- Then, I will ask “If you think ‘do’ is the right word, stand up. If you think ‘did’ is the right word, stay sitting.”
- I will repeat the sentences using both forms of the verb so they can hear the difference.
- I will ask a student who is sitting down “why do you think did is the right form of the verb?” (because it says last week)
- Continue this technique for the next three sentences. Refer back to the organizer to make sure they see that ‘done’ isn’t an option and ‘goed’ is not a word.
- Ask students “Stay sitting if you want to do the rest of this worksheet on your own, stand up if you want to do the next three together.”
- “If are still sitting, you may work through the rest alone. We will go through the next three together.”
- “Work through the back side by yourself and I will walk around and help out as needed.”
- “If you finish early, try writing the sentences at the end of the sheet.”
- *** If students are lost, go through sentences listed on the bottom of the sheet and have them raise their hands when they hear the verb sound incorrectly.
 - I saw a moving van in my neighbor’s driveway. **C**
 - We done gymnastics in Sherry’s backyard. **I (did)**
 - I goed to the circus last weekend. **I (went)**
 - Peter and I do our science projects together. **C**
 - We seen you at prayer meeting last night. **I (saw)**

- I see you at the grocery store sometimes. **C**
- The boys sees a rainbow. **I (see or saw)**
- Our dogs does tricks for their food. **I (do or did)**
- Yesterday, Mother go to the store. **I (went).**

Guided Practice Strategies:(Scaffolding) In the beginning, I am doing the example for them. Throughout the first page, we are doing it together. The last page, they do it by themselves. I am scaffolding them using the I do, we do, you do technique.

Independent Concrete Practice/Application: Each student independently works through their own worksheet.

Differentiation: If a student is confused, I will walk around and help them. For the students who are average, we will work through the whole front page together. The students who grasp the concept are able to work through the worksheet alone and can write the sentence at the end of the worksheet.

Wrap-Up: The worksheet is the wrap up of the lesson. The students can write their sentence if they want, so they can finish the assignment in a fun way.

Assessment:

Formative: I will use the stand up, sit down method to formatively assess what the students think is the answer. I can tell by that if we need to go through the sentences at the bottom of the sheet. I can walk around and look at their answers to see if they get it.

Individual Measurability: Each student has their own worksheet. Also, they may copy each other with the stand up, sit down method, but there may be individuals who stand out.

Summative: Summative assessment will be completed by the Shiloh Christian assessment method. It will be completed later on in the year and will likely be a written method of assessment, such as the state tests.

Reflection:

This lesson went so much better than the spelling lesson! When I told the students we were going to work on English, they all groaned. It was obvious they did not like English as much, but I was excited to add a little bit of activity into their English. Because I had such a tough time with the spelling activity, I worked on the English activity a lot.

First, I needed to fix the time issue. I cut up each student's booklets before the students received them. I did not want it to take so much time waiting for them to cut it. I am really glad I did that. When I gave them the workbooks, we worked on the different words together and everyone understood the concept of the workbooks! They liked them and used them during the worksheet. I am excited because I think they understood the concept just from the workbook activity. I think the workbooks did not take as much time as I expected them to, so that was nice.

When I passed out the worksheets, one was missing, so Neva went to print them off. During the transition time, they began to get louder and louder. I put my hand up and they looked at me and quieted down. I stayed quiet and they actually began to quiet down without me talking over them. I think putting my hand up and waiting is more constructive than trying to talk over them. I guess silence speaks louder than words! During this time, I was going to introduce the opposite game, where students do the opposite of what I say. Basically, I would say stand up and they would sit down. Then I would say don't touch your nose and they would touch their noses. They were really interested in this and I am definitely going to do it next time, when we are waiting for a transition. I am going to look up transition activities and hopefully, have smoother transitions without so much talking.

We went over the worksheet together and the students understood what they were doing and seemed to get the idea. I should have helped them on the bottom one where it did not give any original word. A lot of them asked about it, so it would have been a good time to get their attention and work through them. I think rather than doing one-on-one for 5 students who have the same question, I should bring it up to the entire class. Then, I can help the students who still do not understand.

I felt that this lesson ran much more smoothly. I need to learn how to teach the lesson in a way that the students really understand. We discussed it, but they still had issues with it. This would have been a good time to bring the group who does not get it to a table and discuss it together.

Also, make all students do the sentence at the end. I told students they can, so a lot of them scribbled them out and chose not to. I need to give the same orders to all of the students rather than telling some to do it and others that they can choose to.

I liked the small workbook activity. It make English more engaging for the students and they concentrated much more.