LESSON PLAN OUTLINE
JMU Elementary Education Program

Student's name: Annamarie Frost
Cooperating teacher and school: Ms. Jenny Howdyshell
Date and time lesson is to be presented: October 22nd, 2012 @ 8:30AM
Date written plan is submitted to the practicum teacher: October 15th, 2012

A. TITLE/TYPE OF LESSON: Sight Word Bingo!

B. CONTEXT OF LESSON

What pre-assessment did you do that tells you the students' readiness, interests, and/or learning preferences? Why is this an appropriate activity for these students at this time? How does this lesson fit in the curriculum sequence? How does this lesson fit with what you know about child development?

Each student has a word notebook at their desk. I have noticed them referencing the notebook when they write their weekly journal entry about their weekends. There are also posters of the words affixed to the cabinets in the classroom. After consulting with my cooperating teacher, I found that these were sight words appropriate for second grade students. The students are expected to be familiar with the spelling and context of these words. There are 197 words in all.

For my lesson, I planned a game of Bingo that uses the sight words instead of the numbers that are typically used in the game. From my previous observations and lessons, I know that the students enjoy learning through games, so this activity will keep them engaged. They are also old enough to be able to understand the rules of Bingo, because it is likely that they have played in before as a game or learning activity. This lesson will take place in the morning, before WRE. The students use many of these words regularly in their classwork and homework, so this activity will serve as a gauge to see if they are comfortable with these words.

C. LEARNING OBJECTIVES

Understand – what are the broad generalizations the students should begin to develop? (These are typically difficult to assess in one lesson.)	*Know – what are the facts, rules, specific data the students will gain through this lesson? (These "knows" must be assessed in your lesson.)*	*Do – what are the specific thinking behaviors students will be able to do through this lesson? (These will also be assessed in your lesson.)*
The student will be able to gain more familiarity with 2nd grade sight words.	The student will be able to identify a selection of 2nd grade sight words.	The student will be able to illustrate their knowledge of 2nd grade sight words in a sentence.

D. ASSESSING LEARNING

What will your students do and say, specifically, that indicate every student has achieved your objectives? Remember – every objective must be assessed for every student!

During the game of Bingo, if a student had a word that's called out on their board, they will color it with a light colored utensil. There are a total of three games, so I will be able to collect them and see which words the students recognized on their Bingo cards. When the three games are over, the students will each write a sentence on the back of their card using at least three of the sight words on their card. Those sight words will need to be underlined, so I can see them.

E. RELATED VIRGINIA STANDARDS OF LEARNING (and NATIONAL STANDARDS if required)

2nd Grade English SOLs

2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

a) Recognize and use complete sentences.
b) Use and punctuate declarative, interrogative, and exclamatory sentences.
c) Capitalize all proper nouns and the word I.
d) Use singular and plural nouns and pronouns.
e) Use apostrophes in contractions and possessives.
f) Use contractions and singular possessives.
g) Use knowledge of simple abbreviations.
h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
i) Use commas in the salutation and closing of a letter.
j) Use verbs and adjectives correctly in sentences.

F. MATERIALS NEEDED

List all materials that will be needed to teach this lesson.
Who will be responsible for securing each item?

17 different bingo cards w/ 3 games on each card- supplied by me
A list of the 2nd grade sight words- supplied by me
Colored utensil & pencil- the students
White board & Markers- supplied by Ms. Howdyshell

G. PROCEDURE

(Include a DETAILED description of each step. Write what you will SAY and DO.)

- *Preparation of the learning environment (if required)*

The students will clear their desk off, except for a pencil and crayon, which will be put on their nametag.

- *Engage -Introduction of the lesson*

To start off, I will have a brief discussion about sight words. I will ask questions such as: Why do we have these words posted on the cabinets? (Ideal answer: to help us spell words, help us with writing) What do you most often use your Word Notebooks for during the day? (Ideal Answer: during journal writing). The words on the cabinet and in your notebooks are called sight words. They are words that 2nd grade students should recognize when reading, use in their writing, and know how to spell.

I will then transition into the introduction of the activity. "Well, since we use these words in our journals a lot, I thought we could play a game that will help us see how familiar we are with these words. Today we are going to play Sight Word Bingo! I am going to pass out your game cards- each student has a different one. And what is the first thing you should do on your card?" (Ideal Answer: write our name!)

- *Implementation of the lesson (specific procedures and directions for teacher and students)*

TO STUDENTS: "Before we can start playing, we need to review the directions. We will start with the board at the top of your paper. I have all of these words in my Bingo bag. I will call out one word at a time. I will also write it on the board. I will also use it in a sentence. If the word I call out is on your board, color in the box. The goal of the game is to get five colored boxes in a row. They can be vertical (up & down), horizontal (left to right), and diagonal. If you get five boxes, yell out Bingo! You will bring your card up to me, and I will check it. After we have a winner for the first game, we will

move on to the second board. Does everyone understand? (If there are questions, I will answer them.) Then let's begin!"

TEACHER: As I read out the words, I will keep them in a readable line, so that it's easy for me to see if I have a bingo winner or not. The word will be said aloud, written on the board, said in a sentence, and repeated once more. Then I will move on to the next word and erase the previous one off the board. Depending on the pace of the class, there might be time to quickly walk around the desks to ensure that the students are all on task.

After three rounds of Bingo, we will move into our last part of the lesson.

- *Closure*

TO STUDENTS: I hope all of you enjoyed playing Sight Word Bingo! Before we clean up, each of you will write one sentence on the back of your bingo board, using at least 3 of the sight words that are on your bingo cards. You need to underline each of those sight words. Raise your hand once you've written your sentence, and I will look it over and give you a smiley face. If you finish early, you may write more sentences using sight words until we line up for WRE.

- *Clean-up (if required)*

TO STUDENTS: Make sure your pencil and crayon are put away in your desks. Leave your game cards on your desk, and I will collect them.

H. DIFFERENTIATION

Describe how you have planned to meet the needs of <u>all students in your classroom</u> with varied learning styles and abilities, English language proficiency, health, physical ability, etc. How will you extend and enrich the learning of students who finish early? How will you support the learning of children struggling with your objectives?

During the Bingo game, I want to give out the word in as many ways as possible. Some students might recognize it just by me say it, others may need to see it written, and other may need to see it used in a sentence. I have five ELL students in my class, and by giving out these letters in many different ways; I can ensure that they have just as good of a chance of winning a Bingo game. The pacing of Bingo is going to be that is the same for everyone, but I know that some students will finish quickly with the writing component. For the early finishers, they will be able to write more than one sight word sentence. For the students who are struggling with sentence writing, I will kneel down by their desk, and help them brainstorm different ways to write their sentence.

I. WHAT COULD GO WRONG WITH THIS LESSON <u>AND</u> WHAT WILL YOU DO ABOUT IT?

Think about this! It may help you avoid an embarrassing situation.

I am worried about my time. My lesson will be about 25 minutes. The number of Bingo games we can play depends on how fast the students answer the introductory questions and understand the rules. Ideally, I am hoping for three, but I may have to leave one out if we're crunched for time. The sentence writing is important for my assessment, so I have to have time for that.

I also worry that it will take a long time for a student to finally get a Bingo. If that happens, I might change the goal to the number of boxes colored, but they don't have to necessarily be in a row.

Lesson Implementation Reflection

As soon as possible after teaching your lesson, think about the experience. Use the questions/prompts below to guide your thinking. Be thorough in your reflection and use specific examples to support your insights.

I. **How did your actual teaching of the lesson differ from your plans? Describe the changes and explain why you made them.**
Overall, I think that it went pretty well, but certainly didn't go completely as planned. Once I started the lesson, I quickly realized that I had made the Bingo game too difficult. I could sense that some of my students were beginning to feel frustrated and defeated. No one was getting a Bingo, so I changed the way they could get Bingo to make it simpler. Luckily, I had thought of that possibility when writing my lesson plan. We didn't get to play the three games that I was planning on, so I had to make the decision to stop at two games in order to get the necessary assessment completed in the time restraints that I had.

II. **Based on the assessment you created, what can you conclude about your impact on student learning? Did they learn? Who learned? What did they learn? What evidence can you offer that your conclusions are valid?**
By looking at their Bingo cards, I noticed that all of my students were able to identify the sight words that I called out during the game. All of them have at least one word colored on their sheet. After reviewing their sentences, I noticed that most of them were able to understand the directions and could successfully write the sentence and write the proper words. While the students were actually writing their sentences in the class, some of the required some help searching for the proper sight words from their Bingo card that could be used in their sentence. My assessment showed me that I have a wide range of skill when it comes to my students reading and writing abilities. I had some students who went above my expectations and wrote more than one sentence, while I had others wrote a "sentence" did not fulfill the proper sentence requirements.

III. **Describe at least one way you could incorporate developmentally appropriate practice in a better or more thorough way if you were to teach this lesson again.**
If I did this lesson over again, I would have made three games of Bingo that were composed of three banks of 50 words. That way, Bingo would have happened quicker. The students wouldn't have been confused seeing the same words on the second and third game cards.

IV. **Based on the assessment data you collected, what would you do/teach next if you were the classroom teacher?**
My assessment centered on Writing. I would teach a lesson that focuses on punctuation, because a good number of my student's assessments had the incorrect punctuation or no punctuation at all. I would also look at the sight words that were misspelled and incorporate more practice with them in the classroom.

V. **As a result of planning and teaching this lesson, what have you learned or had reinforced about young children as learners?**
In a classroom of seventeen students, they will all be different. They will absorb directions in varying mediums and will either meet requirements, exceed them, or not meet them at all. Games should always be an enjoyable way to learn, but use the game as an informal assessment, not something that they can expect as a grade. Games are a great way to gauge a student's progress without distributing a formal test.

VI. **As a result of planning and teaching this lesson, what have you learned or had reinforced about teaching?**

It's always important to have back up plans, so take part I of the lesson plan seriously. If teachers do that, things that don't go as planned won't seem like as much of a crisis. And if the students you're teaching are getting frustrated, it's up to you as the teacher to reevaluate what you're doing to make a change that will relax them.

VII. As a result of planning and teaching this lesson, what have you learned or had reinforced about yourself?

This lesson is reinforcing to me that my confidence level in being a teacher is improving. I remember at the beginning of the semester feeling very nervous when I was in front of the students. But now, it feel natural. I think I have developed great relationships with each of my students. And this particular lesson was at the beginning of a full day of me being in charge. Completing it and having completed work to take home was very surreal, but exciting at the same time.