

Lesson Plan Template

Date: _____

Grade: 2nd		Subject: Language Arts	
Materials: Sentence Surgery materials		Technology Needed:	
Instructional Strategies: € Direct instruction € Peer teaching/collaboration/ € Guided practice cooperative learning € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Lecture € Discussion/Debate € Technology integration € Modeling € Other (list)		Guided Practices and Concrete Application: € Large group activity € Hands-on € Independent activity € Technology integration € Pairing/collaboration € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list)	
This lesson is designed to be part of daily rotations.		Explain:	
Standard(s) L.2.q. Use end punctuation for sentences.		Differentiation Students are usually split into groups by achievement for daily rotations. Below Proficiency: Have the opportunity to work with a partner or with the small group initially. If the teacher uses this in small group, below proficient students can spend more time one-on-one with the teacher. Above Proficiency: Can help others during group time, then work on the other sentences at their own pace. Approaching/Emerging Proficiency: Can also work at their own pace. Modalities/Learning Preferences: Tactile learners interact with sentences by performing surgery. Visual learners can see where the punctuation goes. Auditory learners discuss sentences during group work.	
Objective(s) By the end of the lesson the students will identify which punctuation mark goes at the end of a sentence go by doing surgery on the sentences. Bloom's Taxonomy Cognitive Level: Understand		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Treat others and materials with respect; voice at a 0 when teacher is talking and during independent work time, voice at a 1 during group work; take punctuation off when you are done	
Classroom Management- (grouping(s), movement/transitions, etc.) Rotate according to usual daily rotations and groupings		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Treat others and materials with respect; voice at a 0 when teacher is talking and during independent work time, voice at a 1 during group work; take punctuation off when you are done	
Minutes	Procedures		
1	Set-up/Prep: All sentence surgery materials will be laid out in one of the daily rotation zones.		
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “Why do we go to the doctor?” Most students will answer something about being sick or needing medicine. Then ask the back-up question, “What about when we have a broken bone or need stitches? Doctors help us fix all sorts of things when our bodies don’t work quite right. Today, you get to be the doctors and fix some broken sentences!”		
2	Explain: (concepts, procedures, vocabulary, etc.) In this rotation, we are going to be surgeons and fix the sentences. To review the punctuation marks ask the students when they would use a period, question, and exclamation mark. Periods go after someone makes a statement, question marks go after a question, and you would use a exclamation mark if the sentence is exciting. First, we are going to read one together and then as a group we will decide where the punctuation marks go. When you decide what punctuation mark you need, you find that bandaaid and stick it on! Then you are going to practice a couple on your own.		
13	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) During this rotation, the students will first work with their group to perform surgery on the first three sentences. Then they will each operate on one of the remaining seven sentences independently. For the remainder of the rotation, the students will continue operating independently on sentences and trade with peers as they finish. Before they trade, they have to remove all of the punctuation pieces so their peer does not see the answers before starting their surgery. The goal is to perform surgery on each sentence.		

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2	Review (wrap up and transition to next activity): “What did you think of the new rotation activity today? Did the surgery go well and did you save all of your sentence patients? Who can tell me one operation they did? (e.g. What punctuation did you use and how did you know to put it there?)”
Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student’s learning?) Observe students during group work. Check for understanding of the different punctuation marks and where they go. Do another sentence together if there is any confusion. When students work on sentences independently, keep an eye out and give extra assistance as needed.	Summative Assessment (linked back to objectives, END of learning) At the end of the unit, students will complete a fill-in-the-punctuation written assessment. The assessment will be completed individually and with pencil and paper rather than dry erase. It will also be a different paragraph/short story than the one they previously did. After filling in all the punctuation on the top half will consist of three blank lines where the students will have to create their own sentences, one for each end punctuation.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):	