

Name: Rachel Horgan

In the table below outline ideas of activities that students may work on during their small group rotations. You may want to include links or details to help you for future use.

	Group 1	Group 2	Group 3
Read to Someone	Partner reading, each student takes a turn reading a page of the story	Small group reading, each student takes a turn reading a page of the story	Students' parent or relative comes in during this time and student can read their story to them
Word Work	Students use the Spelling City App on their iPads (or computers)	Students work on spelling their sight words for the week in a notebook	Student practices spelling by using Bendaroots to spell spelling words for the week
Listen to Reading	Student listens to story on CD player	Student listens to story on computer or laptop	Have parent or special guest come in a read to students
Work on Writing	Draw Then Write	Word Play: write your own comics	Story Starters

Website information came from: <http://settingupforsecond.blogspot.com/2014/04/the-daily-5-in-2nd-grade.html>

<b>Grade:</b> 1st		<b>Subject:</b> Language Arts	
<b>Materials:</b> white board and dry erase markers, pencils		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> RF.1.a Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		<b>Differentiation</b> <b>Below Proficiency:</b> Student struggles to complete lesson on their own or without help. During the small group time, students is in group 3 and only writes a sentence using a period. Student is given the beginning of a sentence they can write ending in a period.  <b>Above Proficiency:</b> Student is able to complete lesson with ease. During the small group time, student is in group 1 and has to write a sentence using a period, question mark, and exclamation point.  <b>Approaching/Emerging Proficiency:</b> Students are able to complete lesson as is. Student is in group 2 during the small group time.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Writing the sentences largely on the board or having students with bad vision sit closer or in front. During the punctuation red light, green light tag holds up signs with the picture of the punctuation mark.</li> <li>• <b>Auditory:</b> Yell out the punctuation mark on the sign you are holding up during the red light, green light game.</li> <li>• <b>Kinesthetic:</b> Playing the punctuation red light, green light game outside and using their bodies to show what punctuation mark is being show.</li> <li>• <b>Tactile :</b> Writing out sentences end in punctuation marks using a pencil during the small group time.</li> </ul>	
<b>Objective(s)</b> By the end of the lesson, students will be able to use the correct punctuation at the end of a sentence.			
<b>Bloom's Taxonomy Cognitive Level:</b> Understanding and Applying			
<b>Whole Group Lesson:</b>			
<b>Minutes</b>		<b>Procedures</b>	
2	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Have markers at the white board.</li> <li>• Make three signs with a period, question mark, and exclamation point on each one to hold up for the game.</li> </ul>		
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• “Today we are going to work on using punctuation marks at the end of sentences”</li> <li>• “Listen to these two sentences and then raise your hand and tell me how the punctuation mark at the end of the sentence makes the sentence sound.”</li> <li>• Read the sentences on the white board and point at them while doing so.</li> <li>• “I want to go to the park.”</li> <li>• “Who wants to go to the park?”</li> <li>• Call on a student and discuss how the first sentence ends with a period and the second one ends with a question mark and how that makes them sound different.</li> </ul>		
15	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• “Punctuation is the use of marks to make the meaning of sentences clearer.”</li> <li>• “Let’s see if we can list some punctuation marks that you all know already. Raise your hand if you know a punctuation mark.”</li> <li>• Call on students and make a list on the board of all the answers they give until there are period, question mark, and exclamation point in the list.</li> <li>• “We are going to focus on using a period, question mark, and exclamation point at the end of a sentence during this lesson.”</li> <li>• “Periods are used at the end of a direct statement.”</li> <li>• Write this sentence on the white board: I like going swimming on a hot day. Read the sentence out loud to the class.</li> <li>• “This is an example of using a period because it is a direct statement that explains when I like going swimming.</li> <li>• “Now someone raise your hand and give me a sentence that ends in a period.”</li> <li>• Call on a student and right their answer on the white board. Explain why or why not their answer was correct or not.</li> </ul>		

	<ul style="list-style-type: none"> <li>• “Question marks are used at the end of a question or when asking something you do not know.”</li> <li>• Write this sentence on the white board: How do you make a pizza? Read the sentence out loud to the class.</li> <li>• “This is an example of using a question mark because I’m asking something that I do not know how to do.”</li> <li>• “Now someone raise your hand and give me a sentence that ends in a question mark.”</li> <li>• Call on a student and right their answer on the white board. Explain why or why not their answer was correct or not.</li> <li>• “Exclamation points are used at the end of an exclamatory statement. They are used to express a strong emotion.”</li> <li>• Write this sentence on the white board: That was an awesome party! Read the sentence out loud to the class.</li> <li>• “This is an example of using an exclamation point because it was a statement that expressed the strong emotion of being excited about the party”</li> <li>• “Now someone raise your hand and give me a sentence that ends in an exclamation point.”</li> <li>• Call on a student and right their answer on the white board. Explain why or why not their answer was correct or not.</li> </ul>
20	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• “We are going to play Punctuation Red Light, Green Light tag.”</li> <li>• Quickly review the rules of regular Red Light, Green Light tag.</li> <li>• “There are added punctuation mark traffic commands for this version of red light, green light.”</li> <li>• “When I hold up an exclamation point, you start hoping in place and wave your hands.”</li> <li>• “When I hold up a question mark, you stop, tilt your head, and put your hands on your hips”</li> <li>• “When I hold up period, you stop right in your place.”</li> <li>• “When I shout ‘green light, readers’ they can start running forward. But when I shout, ‘yellow light, readers’ they need to look at me immediately to see what sign I am holding up. The punctuation sign I am holding up you must obey it or go back to the beginning.”</li> <li>• “The winner is the first one to make it across the finish line by following all the punctuation mark traffic commands.”</li> <li>• “Anyone have any questions?”</li> <li>• Take the students outside and tell everyone the boundaries and start the game.</li> <li>• Once you have played the game a couple times, bring the class back into the classroom.</li> </ul>
5	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• Have everyone sit down on the carpet in the front of the class.</li> <li>• “Now that we have had some practice working with punctuation marks, we are going to break up into our small groups and work on witting sentences using punctuation marks. One small group at a time will be working with me while the other two small groups are doing their daily 5.”</li> <li>• “I am going to start with group one, who can get up now and grab their pencils and sit at the kidney bean table.”</li> <li>• “Group 2 will be after group 1, but can now get up and find a spot around the room to work on their daily 5.”</li> <li>• “Group 3 will be last and can get up now and get their daily 5 and begin working.”</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b> <ul style="list-style-type: none"> <li>○ Keep track on a list which students win the punctuation red light, green light tag game and which students are slower are making it to the end or making the correct pose.</li> </ul> </li> </ul>	
<p><b>Group 1 Lesson Objective :</b> By the end of the lesson, students will be able to correctly use all three forms of punctuation (period, question mark, exclamation point) at the end of a sentence.</p>	
<b>Minutes</b>	<b>Procedures</b>
1	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>• Have Punctuation Match-Up worksheets printed off and ready.</li> <li>• Link to worksheet: <a href="https://www.education.com/download/lesson-plan/play-with-punctuation/attachments/punctuation-match-up.pdf">https://www.education.com/download/lesson-plan/play-with-punctuation/attachments/punctuation-match-up.pdf</a></li> </ul>
2	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>• “How is everyone feeling after playing that game of punctuation red light, green light tag?”</li> <li>• Allow time to discuss how it went and what students thought of the activity.</li> </ul>
3	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• “Well now we are going to move onto writing our own sentences using punctuation marks.”</li> <li>• Hand out to each student the Punctuation Match-up worksheet.</li> <li>• “I would like each of you to first put your names in the top right corner of the paper.”</li> <li>• “Next you can cross out the word comma at the bottom of the list with blue underneath because we will only be focusing on matching the period, question mark, and exclamation point.”</li> </ul>

	<ul style="list-style-type: none"> <li>• “Now put your pencils down and listen while I explain the next step”</li> <li>• “You will be matching each punctuation mark to its name by drawing a line connecting the two.”</li> <li>• “After that, you are each going to write a sentence using a period, then an exclamation point, and lastly a question mark.”</li> <li>• “If you run out of room to write you sentence at the bottom, you can flip the paper over and write your next sentence on the back.”</li> <li>• “If you have any questions when writing your sentences, I will be sitting here and can help.”</li> <li>• “If you don’t know how to write a sentence using one of the punctuations then just do one of the others and come back to it later.”</li> </ul>
5	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• “You may begin writing your sentences now.”</li> <li>• Give students time to work on writing their sentences and have a list of sentences using each of the punctuation marks sitting on the table for the students to look at.</li> <li>• Answer any questions or guide the students when working on writing their sentences.</li> <li>• If they can’t complete all three types of sentences in the amount of time provided, that is fine.</li> </ul>
1	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• “Alright, please finish the sentence you are working on and hand in your papers to me.”</li> <li>• “You may get your things for daily 5 and find a spot in the room to begin.”</li> </ul>

<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b> <ul style="list-style-type: none"> <li>○ Collect students’ worksheets and see how well they did on using punctuation points. Can also be used to assess other writing skills as well.</li> <li>○ Take notes on which students needed more help and which didn’t.</li> </ul> </li> </ul>	
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**Group 2 Lesson Objective :** By the end of the lesson, students will be able to correctly use at least one form of punctuation at the end of a sentence.

Minutes	Procedures
1	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>• Have Punctuation Match-Up worksheets printed off and ready.</li> </ul>
2	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>• “Group 2, you may put your stuff away and come to the table with a pencil.”</li> <li>• “How is everyone feeling after playing that game of punctuation red light, green light tag?”</li> <li>• Allow time to discuss how it went and what students thought of the activity.</li> </ul>
3	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• “Well now we are going to move onto writing our own sentences using punctuation marks.”</li> <li>• Hand out to each student the Punctuation Match-up worksheet.</li> <li>• “I would like each of you to first put your names in the top right corner of the paper.”</li> <li>• “Next you can cross out the word comma at the bottom of the list with blue underneath because we will only be focusing on matching the period, question mark, and exclamation point.”</li> <li>• “Now put your pencils down and listen while I explain the next step”</li> <li>• “You will be matching each punctuation mark to its name by drawing a line connecting the two.”</li> <li>• “After that, you are each going to write a sentence using at least one of the three punctuation marks: period, question mark, or exclamation point.”</li> <li>• “If you have any questions when writing your sentences, I will be sitting here and can help.”</li> <li>• “If you finish with one sentence and have time, you can write another sentence on the back side using a different punctuation mark than you used before.”</li> </ul>
5	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• “You may begin writing your sentence now.”</li> <li>• Give students time to work on writing their sentences and have a list of sentences using each of the punctuation marks sitting on the table for the students to look at.</li> <li>• Answer any questions or guide the students when working on writing their sentences.</li> </ul>
1	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• “Alright, please finish the sentence you are working on and hand in your papers to me.”</li> <li>• “You may get your things for daily 5 and find a spot in the room to begin.”</li> </ul>

<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b> <ul style="list-style-type: none"> <li>○ Collect students' worksheets and see how well they did on using punctuation points. Can also be used to assess other writing skills as well.</li> <li>○ Take notes on which students needed more help and which didn't.</li> </ul> </li> </ul>	
<p><b>Group 3 Lesson Objective :</b> By the end of the lesson, students will be able to correctly use a period at the end of a sentence.</p>	
<b>Minutes</b>	<b>Procedures</b>
<b>1</b>	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>• Have Punctuation Match-Up worksheets printed off and ready.</li> </ul>
<b>2</b>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>• “Group 3, you may put your stuff away and come to the table with a pencil.”</li> <li>• “How is everyone feeling after playing that game of punctuation red light, green light tag?”</li> <li>• Allow time to discuss how it went and what students thought of the activity.</li> </ul>
<b>3</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• “Well now we are going to move onto writing our own sentences using punctuation marks.”</li> <li>• Hand out to each student the Punctuation Match-up worksheet.</li> <li>• “I would like each of you to first put your names in the top right corner of the paper.”</li> <li>• “Next you can cross out the word comma at the bottom of the list with blue underneath because we will only be focusing on matching the period, question mark, and exclamation point.”</li> <li>• “Now put your pencils down and listen while I explain the next step”</li> <li>• “You will be matching each punctuation mark to its name by drawing a line connecting the two.”</li> <li>• “After that, you will each be writing a sentence that ends in a period.”</li> <li>• “The sentence will start with, my name is, and then your write your name and put a period at the end.”</li> <li>• “Once you have written that sentence, you may flip the paper over and try writing your own sentence using a period.”</li> <li>• “If you have any questions when writing your sentences, I will be sitting here and can help.”</li> </ul>
<b>5</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• “You may begin writing your sentence now.”</li> <li>• Give students time to work on writing their sentences and have a list of sentences using each of the punctuation marks sitting on the table for the students to look at.</li> <li>• Answer any questions or guide the students when working on writing their sentences.</li> <li>• If students have time, they can write a sentence using a question mark or exclamation point.</li> </ul>
<b>1</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• “Alright, please finish the sentence you are working on and hand in your papers to me.”</li> <li>• “Group three you may return to your spots.”</li> <li>• “Groups one and two, you may put your daily 5 things away and return to your spots.”</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b> <ul style="list-style-type: none"> <li>○ Collect students' worksheets and see how well they did on using punctuation points. Can also be used to assess other writing skills as well.</li> <li>○ Take notes on which students needed more help and which didn't.</li> </ul> </li> </ul>	

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