Cassie Woodrum

**LESSON PLAN OUTLINE**

**Topic: The Emperor’s Egg**

**Grade: 2nd grade**

**I. Rationale** – This lesson is important because it works on fact or fiction.

II. **Goals and Objectives**

1. Instructional goals: Understanding the difference between fact or fiction
2. Specific objectives: Students will be able to identify if a statement or a story is fact or fiction or a nonfictional or fictional story.
3. CSOs:
   1. RLA.O.2.1.2 identify and practice grade level appropriate sight words and reading vocabulary (e.g., high frequency words, homonyms, homophones, multiple meaning words, synonyms, antonyms).

**III. Essential Questions**

1. What do the vocabulary words mean?

IV. **Procedure** - Step-by-step, sequential outline of the day’s lesson, including

1. Lesson introduction:
   1. I will have a list of their spelling words up on the board. I will give them a couple of minutes to look over the word to tell me what they notice about their spelling words and what they have in common.
2. Lesson development:
   1. We will then talk about their spelling words and what their spelling words mean and see if they can use them correctly in a sentence. We will go over their review words again and talk about these words also. Then I will go over their high frequency words.
   2. To have some extra practice at the spelling words we will play hangmouse, where the mouse has so many chances to get the cheese.

http://www.spellingcity.com/hangmouse-kids-hangman-online.html?listId=2653373

* 1. When we have finished with the spelling words we will go over their vocabulary words and what their vocabulary words mean. We will use their vocabulary words in a sentence, to help them better understand the mean.
  2. I will then give each student a paper sheet of paper with all of the vocabulary words on them. I will have the students cut out the vocabulary words. When I say a sentence I will have them hold up the definition word card that matches the description.

3.) Lesson closure: I will have the students make a foldable with their vocabulary words to take home and study.

4.) Lesson contingency: If there is extra time in class we will talk about fact and fiction and make a list of the differences between the two. We will talk about stories that are factional and nonfictional.

5.) **Pacing guide**

i.) introduction: 5mins

ii.) Lesson Development: 20 mins

iii.) Lesson closure: 10 mins

iv.)Lesson contingency: 10 mins

6.) **List of Questions**

i.) What is the difference between fiction and nonfiction?

ii.) What do our spelling words have in common?

iii.) Based on our vocabulary words what do you think our story is going to be

about this week?

V. **Daily (formative) Student Assessment** – I will have a checklist to see if they are having and understanding of their spelling words and their vocabulary words.

VI. **Materials, Equipment, and Resources**

1. Paper
2. List of vocabulary words
3. Smart board

VII. **Modifications for Diverse Learners** – I will give extra time for the students who are struggling to come up with an answer. I will allow them to ask a classmate to help them if they need help.

VIII. **Reflection and Revision**