

## Lesson Plan Template

<b>Grade: 1<sup>st</sup> grade</b>		<b>Subject: Language Arts-Beginning Blends</b>	
<b>Materials: Computer, Projector, Active board page with pictures and labels, Fill in the Blank Phonics Stamps (Quantity 1)</b>		<b>Technology Needed: Computer, projector, active board.</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <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"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Demonstrate use of beginning and ending blends d. Know final -e and common vowel team conventions for representing long vowel sounds. e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. f. Decode two-syllable words following basic patterns by breaking the words into syllables. g. Read words with inflectional endings. h. Recognize and read grade-appropriate irregularly spelled words		<b>Differentiation</b> Below Proficiency: During the explore section of the lesson, students will be working together to complete their task. Students are free to ask their peers what they think is the answer. Also, during the explain section, students will be working together with other students who are above proficiency. This will help those students who are struggling.  Above Proficiency: These above proficiency students, will have a chance to help those students who are below proficiency. This will provide these students with the opportunity to learn how to work collaboratively with students who are not at the proficiency level they are at.  Approaching/Emerging Proficiency: This lesson is geared towards these students who are approaching/emerging proficiency. These students will have multiple opportunities to collaborate with their classmates.  Modalities/Learning Preferences: This lesson accommodates to students who are visual, auditory, and kinesthetic learners. There are a variety of visual elements the teacher will use in this lesson. Teacher will ask students to sound, blend, and read words. This portion of the lesson is tailored toward students who are auditory learners. There are variety of movement pieces that the teacher plans to do with the students that accommodate those students who are kinesthetic learners. Also, the formal assessment the students will complete is hands-on for students.	
<b>Objective(s)</b> By the end of the lesson, students will be able to show how to write the appropriate beginning “B” blends for a word by using the Fill in the Blank Phonics Stamps. By the end of the lesson, students will be able to show how to write the appropriate beginning “C” blends for a word by using the Fill in the Blank Phonics Stamps.  Bloom’s Taxonomy Cognitive Level: Show			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The lesson will start out as large group. Teacher will informally assess students by asking students to jump and jog in place if they agree with what the teacher says. The students will also be asked to tap their heads if they agree with what the teacher said. During the explore section of the lesson, students will be working in a small group to complete their task. They will work on during their Work on Writing time during Daily Five. Each student will be expected to fill in their own sheet; however, they may work together on this. Students will also be expected to work quietly on this.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students are expected to be active listeners during whole group instruction time. Teacher expects all students to participate in the discussion by raising their hands if they have something to add. When teacher tell students to either jump in place or jog in place, teacher must make sure students have enough space to move around by telling students to move a part from each other. During the explore section of the lesson, students will be working in a small group during Daily Five time. Students are expected to complete their own sheet; however, they may work together with their group members. While students work together, they are expected to work quietly on this in a level 2 voice.	
<b>Minutes</b>	<b>Procedures</b>		
<b>2 hours</b>	<b>Set-up/Prep:</b> Teacher will need to prepare the active board page with the 8 pictures and 8 labels for each picture. The pictures should be of the following words: clock, clap, crab, crown, block, blue, brick, and brain. Teacher should take away all of the stamps in the Fill in the Blank Phonics Stamps Kit that do not have the beginning blends: Cl, Cr, Bl, and Br. (This lesson focuses on just these beginning blends).		
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> 1. Teacher will show students a picture of a puzzle, where all the pieces of the puzzle are together. (Any small puzzle will do. A puzzle that has 12 pieces or less will work.) 2. Teacher should break the puzzle a part. Choose four students to put the puzzle together.		

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	<ol style="list-style-type: none"> <li>3. Once all the puzzle the pieces are together. Ask students if this puzzle looks like the picture the teacher showed at the beginning of the lesson. Students should say it does.</li> <li>4. Now, teacher should pick one student (some other student who did not build the puzzle) to take out a piece from the puzzle.</li> <li>5. Teacher should ask another student (some other student who did not build the puzzle) to take out another piece from the puzzle.</li> <li>6. Now ask students, if this picture looks like the picture the teacher showed at the beginning of the lesson. Students should say no.</li> <li>7. Teacher should explain to students that every single piece in a puzzle is important to how the overall picture of the puzzle looks. Explain to students that every single puzzle piece works together to make a picture, and if one puzzle piece is missing the whole picture looks odd. Explain to students that just like the puzzle pieces work together to make a picture, letters in blends work together to a make a word. Tell students, "Today we will be learning about blends and how certain letters work together to make blends in words."</li> </ol>
<p><b>35</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ol style="list-style-type: none"> <li>1. Teacher should have 8 pictures of different words with the "Cl," "Cr," "Bl", and "Br" blends. These pictures should be displayed on the Active Board for all students to see. Also, each word picture should have the word labeled underneath the picture. The eight pictures of the words will include: clock, clap, crown, crab, block, blue, brick, and brain.</li> <li>2. Tell students to look at this page of pictures that have been labeled with the words. Ask students what they think these words have in common. Tell students to specifically look at the words that are underneath these pictures. (To make it easier for students, have the pictures grouped together according to their specific blend. For example, have both the "Cl" words next to one another, have both the "Cr" words next to one another, have both the "Bl" words next to one another, and have both the "Br" words next to one another).</li> <li>3. Students may say, they notice that some words begin with "Cl," other words begin with "Cr," other words begin with "Bl," and still others begin with the letters "Br." If students are not coming to this knowledge, teacher should tell students to specifically look at the beginning of these words.</li> <li>4. Teacher should ask one student (a student who has not yet helped out this lesson) to underline the letters the student notices are the same between the words: clock and clap. Student should underline the letters "Cl" in both clock and clap.</li> <li>5. Teacher should lead class in sounding both these words by saying, "Class now we are going to sound out these two words. When we sound these words out, I want you to pay close attention to the sound in both words that are the same. Sound them out with me. Cl-O-Ck. Cl-A-P." Teacher should now lead class in blending out these two words, and now teacher should lead the class in reading these two words.</li> <li>6. Ask students what sound is in both the words: clock and clap. Students should say /Cl/.</li> <li>7. Tell students that the letters "C" and "L" work together to make the blend /Cl/. Teacher should point to the letters "Cl" in the words clock and clap while the teacher is explaining this to students.</li> <li>8. Tell students that each letter in the blend "Cl" makes their own sound. Teacher should make the /Cl/ sound. Ask students to jump in their place, if they can hear both the /C/ sound and the /L/ sound when the "Cl" blend is sound. Every student should be jumping in place. (Informal assessment).</li> <li>9. Pick one student to underline the letters that are the same in the words: blue and block.</li> <li>10. Teacher should tell students to pay close attention to what sound is the same in both words blue and block when both these words are sounded, blended, and read.</li> <li>11. Teacher should lead the class in sounding both these words out, blending both the words out, and reading both these words (Informal Assessment).</li> <li>12. Ask students what sound is the same in both these words. Students should say /Bl/ sound. Ask students when the /Bl/ sound is sounded what two letter sounds do students hear? Students should say the /B/ sound and the /L/ sound. Teacher should say, "Right because the /Bl/ sound is a blend, so you can hear both the letter sounds because the letters work together."</li> <li>13. Teacher should ask students to jog in place if they can hear the /B/ sound and /L/ sound in the blend /Bl/ when the words: block and blue are spoken. All students should be jogging in place. (Informal assessment).</li> <li>14. Repeat steps 9-14 with the last two sets of words: crab and crack and brick and brain.</li> <li>15. Teacher should introduce students to the Fill in the Blank Phonics Stamps.</li> <li>16. Teacher should model to students how to play this game. Pick one student to pick a stamp from the "Blends" section of the game.</li> <li>17. Teacher should ask this student what picture is on the stamp. If student picked a picture of a clown, the student will say "Clown." The student should place this stamp in ink and stamp it on the piece paper. The stamp will also have a label underneath the picture with the word the picture is of. However, the first two letters are missing in the word. It is the student's job to fill in the blank with the first two letters of the word, the blend.</li> <li>18. Teacher should tell students to sound, blend, and say the word "Clown." Teacher should first tell students to pay close attention to the first two letters in the word: clown.</li> <li>19. Now ask one student what was the beginning sound of the word clown. Student should say the sound /Cl/.</li> <li>20. Ask students how the sound /Cl/ would be represented with letters. Students should say the letters "C" and "L." Tell students the letters "C" and "L" in the word clown is the "Cl" blend.</li> <li>21. Student should fill in the blank with the letters "C" and "L." This word would now spell "Clown" instead of ____ own.</li> <li>22. Tell students they will have chance to do this activity during Daily Five time. (Students will work in smaller groups during word work time).</li> </ol>

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<b>20</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> <ol style="list-style-type: none"> <li>Students will complete the fill in the blank Phonics Stamps during Word Work time of Daily Five. Students will work together in their small groups to complete this. (Teacher should only have the blend stamps that focus on the blends “Cr”, “Cl,” “Bl,” and “Br”).</li> </ol>
<b>1</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ol style="list-style-type: none"> <li>Teacher will the group once they are done completing this activity to give an example of one word that has a blend in it. Teacher should ask students what is the blend in the word.</li> </ol>

<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b>          During the explain portion of the lesson teacher will do the following to check for progress:</p> <ol style="list-style-type: none"> <li>Teacher should lead class in sounding both these words by saying, “Class now we are going to sound out these two words. When we sound these words out, I want you to pay close attention to the sound in both words that are the same. Sound them out with me. Cl-O-Ck. Cl-A-P.” Teacher should now lead class in blending out these two words, and now teacher should lead the class in reading these two words.</li> <li>Ask students what sound is in both the words: clock and clap. Students should say /Cl/.</li> <li>Tell students that each letter in the blend “Cl” makes their own sound. Teacher should make the /Cl/ sound. Ask students to jump in their place, if they can hear both the /C/ sound and the /L/ sound when the “Cl” blend is sound. Every student should be jumping in place. (Informal assessment).</li> <li>Teacher should lead the class in sounding both these words out, blending both the words out, and reading both these words (Informal Assessment).</li> <li>Ask students what sound is the same in both these words. Students should say /Bl/ sound. Ask students when the /Bl/ sound is sounded what two letter sounds do students hear? Students should say the /B/ sound and the /L/ sound. Teacher should say, “Right because the /Bl/ sound is a blend, so you can hear both the letter sounds because the letters work together.”</li> <li>Teacher should ask students to jog in place if they can hear the /B/ sound and /L/ sound in the blend /Bl/ when the words: block and blue are spoken. All students should be jogging in place. (Informal assessment).</li> <li>Teacher should tell students to sound, blend, and say the word “Clown.” Teacher should first tell students to pay close attention to the first two letters in the word: clown.</li> <li>Now ask one student what was the beginning sound of the word clown. Student should say the sound /Cl/.</li> <li>Ask students how the sound /Cl/ would be represented with letters. Students should say the letters “C” and “L.” Tell students the letters “C” and “L” in the word clown is the “Cl” blend.</li> </ol> <p><b>Consideration for Back-up Plan:</b> If the fill in the blank stamps are hard for some students to either understand or use, teacher should consider making a worksheet for these students. This worksheet may have enlarged colored pictures, so students can easily see what the picture is of. The word label underneath the picture may also be in large print, so students can easily read this print.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b> The assessment would be fill in blank sheet students will work on during Word Work time during their Daily Five time. Each students will be expected to fill out a sheet, but the students can work on this together.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b>          This assessment should be done one on one with the students. Students can either record their answers on a sheet of paper, or the students can orally tell the teacher their answers. The student’s choice.          What letters represent the /Ch/ sound in chicken?          Read the following text (Teacher should read this instruction, but have the students read the text on their own).          The girl is skipping all the way to her house. She was tired when she got to her place, so she went to her bed to take a nap.          Tell students to circle all of the beginning blends they see in the text.          Tell students to look at the word skipping. Ask students to write the number of syllables there are in the word skipping? Encourage students to clap it out.          Rubric is posted below for this assessment:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Criteria</th> <th style="text-align: center;">Proficient Level</th> </tr> </thead> <tbody> <tr> <td>Student knows the digraph that begins in the word chicken. The student fluently reads the text with no more than 1 error. The student accurately circles the beginning blends in all of the words that have them in the text. The student also correctly identifies how many syllables there are in the word skipping.</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Student did not know the beginning digraph in the word chicken; however, attempted to give a digraph such as the digraph “Sh.”. The student fluently reads the text with no more than 2-3 errors. The student circles some of the beginning blends in some of the words that have them in the text. The student correctly identifies how many syllables there are in the word skipping.</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Student did not attempt to give a beginning digraph for the word chicken. The student could not fluently read the text and had 4 or more errors. The student did not circle any beginning blends in the words in the text. The student did not attempt to</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>	Criteria	Proficient Level	Student knows the digraph that begins in the word chicken. The student fluently reads the text with no more than 1 error. The student accurately circles the beginning blends in all of the words that have them in the text. The student also correctly identifies how many syllables there are in the word skipping.	3	Student did not know the beginning digraph in the word chicken; however, attempted to give a digraph such as the digraph “Sh.”. The student fluently reads the text with no more than 2-3 errors. The student circles some of the beginning blends in some of the words that have them in the text. The student correctly identifies how many syllables there are in the word skipping.	2	Student did not attempt to give a beginning digraph for the word chicken. The student could not fluently read the text and had 4 or more errors. The student did not circle any beginning blends in the words in the text. The student did not attempt to	1
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identify how many syllables  
there were in the word skipping.

Students will complete a read aloud assessment. This test can be taken as a whole group, but the teacher will read each question for the students and the students will have to respond with the correct answer. There are multiple different questions provided on the test. Some questions require students to use high-order thinking such as the students' comprehension and application skills. This read aloud assessment addresses the objective listed below.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

Sample of the Active Board page is shown below:



Crown



Crab



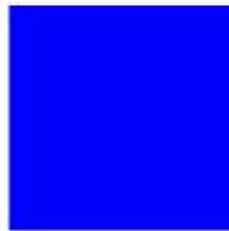
Clock



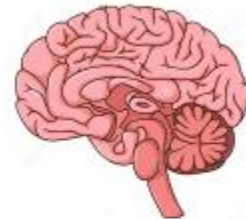
Clap



Brick



Blue



Brain



Block

## Lesson Plan Template

<b>Grade: 1<sup>st</sup> grade</b>	<b>Subject: Language Arts</b>
<b>Materials: Projector, computer, Blends and Digraphs Learning Center Game (Quantity 1)</b>	<b>Technology Needed: Projector, Computer</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) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<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: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard(s)</b> RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Demonstrate use of beginning and ending blends d. Know final -e and common vowel team conventions for representing long vowel sounds. e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. f. Decode two-syllable words following basic patterns by breaking the words into syllables. g. Read words with inflectional endings. h. Recognize and read grade-appropriate irregularly spelled words	<b>Differentiation</b> Below Proficiency: Students who are below proficiency will have multiple opportunities throughout the lesson to work with the rest of the class. The teacher also will incorporate numerous informal assessments throughout the lesson to ensure each and every student's progress in the subject material. These students will also be working with their classmates during the explore portion of the lesson.  Above Proficiency: Students who are above proficiency will also have multiple opportunities to discuss and help their classmates understand the concept and subject material. These students will also have an opportunity to work in their learning groups during the explore section of this lesson. This will provide these students with the opportunity to help other peers, if they are not understanding the subject material.  Approaching/Emerging Proficiency: This lesson is mainly targeting these students who are approaching or emerging proficiency. However, if the teacher notes that many of these students are not understanding this concept through the informal assessments that the teacher incorporates throughout the lesson, this lesson may be revisited in the future.  Modalities/Learning Preferences: This lesson accommodates to students who are visual learners. There are many different visual pieces that have been incorporated in the lesson. There is also many different auditory elements that have been included to tailor the lesson toward the auditory learners. Also there some elements in the lesson that have been pulled in for the tactile learners. The Blends Learning Center game is a game that engages those individuals who are more hands-on learners. Also in this lesson, there are a variety of movement pieces to engage all learners, specifically those kinesthetic learners.
<b>Objective(s)</b> By the end of the lesson, students will demonstrate how to write words with the "S" blend by recording five words that use the "S" blend in the Blends Learning Center game. By the end of the lesson, students will demonstrate how to write words with the "Sk" blend by recording 2 words that use the "Sk" blend in the Blends Learning Center game. By the end of the lesson, students will demonstrate how to write words with the "St" blend by recording 2 words that use the "St" blend in the Blends Learning game. By the end of the lesson, students will demonstrate how to write words with the "Sw" blend by recording 2 words that use the "Sw" blend in the blends Learning game. By the end of the lesson, students will demonstrate how to write words with the "Sn" blend by recording 2 words that use the "Sn" blend in the blends Learning game. By the end of the lesson, students will demonstrate how to write words with the "Sp" blend by recording 2 words that use the "Sp" blend in the blends Learning game.	
<b>Bloom's Taxonomy Cognitive Level: Demonstrate</b> Classroom Management- (grouping(s), movement/transitions, etc.) In this lesson, to ensure every student is engaged, teacher will incorporate numerous movement pieces. This will include the students jumping in place and the students tapping their head if they agree with what the teacher has said. This will also act as an informal assessment for the teacher. This lesson will take place in the whole meeting area of the classroom. Students are expected to participate by raising their hand if they have a comment or question. During the explore section of the lesson, students will be expected to work together in their learning groups for Daily Five Time. Students will be playing the Blends Learning Center Game (included in the MRTC kit). Each student is expected to record at least 5 words that have a "S" blend in it that they have made in the Blends Learning	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The beginning of the lesson will take place at the whole group area of the classroom. Students are expected to participate in the lesson by raising their hands if they have comments or questions. Students are also expected to be respectful of other's space while sitting in the whole group area. When teacher has students move during this lesson, teacher will tell students to spread a part, so they can move comfortably in their space. Students are also expected to be respectful of the person who is talking. During the explore section of the lesson, students are expected to work together in their group. They are also expected to have a level two voice. Students will be playing the Blends Learning Center game in their small learning group during Word Work time of Daily Five, so the rest of the students will be working on other daily's.

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	Center Game. Students will know when the game is over, when the teacher chimes the bell for the next rotation to happen in Daily Five.
<b>Minutes</b>	<b>Procedures</b>
<b>2 hours</b>	<b>Set-up/Prep:</b> Teacher will have to prepare the active board pages for the lesson. (See attachment for example). Teacher will also have to take out all of the blends and digraphs in the Digraphs and Blends Learning Center game that the teacher has not reviewed with students. (Teacher can keep all of the “B,” “C,” and “S,” blends in the game. However, the rest of the blends and digraphs must be put aside. This includes the cards, the picture magnets, and the blends/digraph magnets that are included in the game).
<b>5 minutes</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ol style="list-style-type: none"> <li>1. Teacher will read Stop, Drop and Flop in the Slop book (This book is provided in the MRTC kit). Before reading this book, teacher should tell students to pay close attention to the “B” and “C” blends that students have previously learned.</li> <li>2. After reading this book, teacher should ask students if they noticed any words that have “B” or “C” blends.</li> <li>3. Teacher should tell students, they may have not been as many “B” and “C” blends in this book as this book incorporates many words using “S” blends. Tell students today we will be learning all about “S” blends.</li> </ol>
<b>40 minutes</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ol style="list-style-type: none"> <li>1. Teacher should show students five pictures in which the words these pictures represent have “S” blends. The five pictures will include the following: a picture of a skunk, a picture of a stamp, a picture of a swing, a picture of a spoon, and a picture of a snake. Alongside these pictures, the teacher should have the words that these picture represent beside the picture. However, the “S” blend in these words should not be included in the written spelling of the words. Rather it will be the job of the whole class to determine the spelling of the beginning blend.</li> <li>2. Teacher should first point to the picture of the skunk. Ask one student to tell the entire class what the picture is of. The student should say it is a picture of a skunk.</li> <li>3. Teacher should tell students to hop on one leg if they think this picture is of a skunk. All students should be hopping on one leg (informal assessment).</li> <li>4. Teacher should lead the class in sounding out, blending, and saying the word skunk. Before the teacher does this, teacher should tell students to pay careful attention to the beginning sound of the word skunk as this is the “S” blend in the word (informal assessment).</li> <li>5. Teacher and students will sound out the words Skunk by saying, “SK-U-N-K.” Teacher and class will blend the word skunk, and teacher and students will say the word skunk.</li> <li>6. Ask students what they think is the beginning blend in the word. If students are not coming to this knowledge, teacher should point to the word label of the picture. Ask students what beginning letters in our word label of this picture is missing (informal assessment). Students should say the letters, “S” and “K.” Teacher should pick one student to write the letters “S” and “K” in the appropriate spot (by the ending letters: unk of the word skunk) on the board.</li> <li>7. Tell students the letters in “S” and “K” is the beginning blend in our word skunk. Review with students that the letters in a blend work together and both letters in the blend are sounded. Ask students to jump in place if they hear both the /S/ sound and the /K/ sound in the blend /Sk/. All students should be jumping in their place (informal assessment).</li> <li>8. Teacher should repeat the steps 2-7 for the rest of the pictures on the board.</li> <li>9. After teacher has reviewed each picture with students on the board, teacher should flip to the next page on the active board. This page will have a sentence on the top of the page that reads, “I begin like (a picture of the skunk that was previously reviewed by the teacher and students). What am I?” Underneath this sentence there should be a blank for the beginning blend and then the rest of the letters in the word. In this example (the word skirt) it will look something like this _irk. Underneath this there will be clip art of pictures that match the word that the students must complete. There will also be different “S” blends the students must choose from to complete the word. The “S” blends include: “Sk,” “St,” “Sw,” “Sp,” and “Sn.”</li> <li>10. Teacher should first lead students in reading the top sentence that has been written on the Active Board page.</li> <li>11. Then the teacher should ask one student to name the blend that the picture is representing. Also ask the how they know that it is the “Sk” blend (informal assessment). In the above example, the blend would be “Sk.” Teacher should ask the rest of the students to tap their heads if they believe the blend in this picture is “Sk” (informal assessment).</li> <li>12. Teacher should ask one student to find the “Sk” blend in the group of blends and drag it to the appropriate spot on the board.</li> <li>13. Teacher should ask the rest of the class what picture represents this word. Students should say the picture of the skirt.</li> <li>14. Teacher should have one more student come up and drag the picture of the skirt to the appropriate spot on the board.</li> <li>15. Teacher should repeat steps 9-14 two more times to ensure every student understands this concept.</li> <li>16. Tell students that today during word work time during Daily Five time, students will be practicing their “S” blends by playing this game. Teacher should review with students the steps in playing this game. Tell students that they will be playing in their small group while everyone else is doing their other daily’s. Tell students the first thing students must do is one student must read the sentence on the card. Next, altogether students must work together to figure out what blend the word on the card is using. Remind students you can figure this out by looking at the picture in the sentence at the top of the card. Tell students whatever blend the word that is being represented by the picture is using is the blend that completes the word on the card. Then tell students, they must find the appropriate blend to complete the word. Then, tell students once the word is completely spelled, students must find the picture of the word. Also, tell students each student is expected to record</li> </ol>

## Lesson Plan Template

	at least five words they have made in the game in their writer's notebook. Show students the small bag where both the blends and pictures can be found for the game. Also show students the cards they will be using.
<b>20 minutes</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> <ol style="list-style-type: none"> <li>Students will play the Blends Learning Center game during Word Work time during Daily Five. Students will be working together in their small learning group. Each student is expected to work at a level 2 voice as other students are working on their other daily's.</li> <li>As students are working on this, students must record a total of five different words they have made in the game in their writer's notebook. This is so the teacher can see if students are understanding the concept.</li> </ol>
<b>2 minutes</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>Once the daily five rotation is over, ask one student from the word work station to name out two words with the "S" blend that they have spelled in the game they have been playing.</p>

**Formative Assessment: (linked to objectives)**  
**Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.**  
**During the explain section teacher will do the following to monitor each student's progress:**

- Teacher should first point to the picture of the skunk. Ask one student to tell the entire class what the picture is of. The student should say it is a picture of a skunk.
- Teacher should tell students to hop on one leg if they think this picture is of a skunk. All students should be hopping on one leg (informal assessment).
- Teacher should lead the class in sounding out, blending, and saying the word skunk. Before the teacher does this, teacher should tell students to pay careful attention to the beginning sound of the word skunk as this is the "S" blend in the word (informal assessment).
- Ask students what they think is the beginning blend in the word. If students are not coming to this knowledge, teacher should point to the word label of the picture. Ask students what beginning letters in our word label of this picture is missing. Students should say the letters, "S" and "K." Teacher should pick one student to write the letters "S" and "K" in the appropriate spot (by the ending letters: unk of the word skunk) on the board (informal assessment).
- Review with students that the letters in a blend work together and both letters in the blend are sounded. Ask students to jump in place if they hear both the /S/ sound and the /K/ sound in the blend /Sk/. All students should be jumping in their place (informal assessment).
- Then the teacher should ask one student to name the blend that the picture is representing. Also ask the how they know that it is the "Sk" blend (informal assessment). In the above example, the blend would be "Sk." Teacher should ask the rest of the students to tap their heads if they believe the blend in this picture is "Sk" (informal assessment).

**Consideration for Back-up Plan:**

If there is one student who is more an auditory learner, another student could buddy up with this student. The auditory learner could listen to the other student read the card in the Blends Learning Center game. The student would first have to read the top sentence on the card. Then, the student could help this student sound, blend, and say the word that is being represented by the picture in the top sentence on the card.

**Summative Assessment (linked back to objectives)**  
**End of lesson:** Teacher will have each student record at least five words that they made in the Blends Learning Center game that have the "S" blend in it. Students must record these words in their writer's notebook. Teacher will look at each student's writer's notebook to ensure every student understands "S" blends.

**If applicable- overall unit, chapter, concept, etc.:**  
This assessment should be done one on one with the students. Students can either record their answers on a sheet of paper, or the students can orally tell the teacher their answers. The student's choice.  
What letters represent the /Ch/ sound in chicken?  
Read the following text (Teacher should read this instruction, but have the students read the text on their own).  
The girl is skipping all the way to her house. She was tired when she got to her place, so she went to her bed to take a nap.  
Tell students to circle all of the beginning blends they see in the text. Tell students to look at the word skipping. Ask students to write the number of syllables there are in the word skipping? Encourage students to clap it out.

Rubric is posted below for this assessment:

Criteria	Proficient Level
Student knows the digraph that begins in the word chicken. The student fluently reads the text with no more than 1 error. The student accurately circles the beginning blends in all of the words that have them in the text. The student also correctly identifies how many syllables there are in the word skipping.	3
Student did not know the beginning digraph in the word chicken; however, attempted to give a digraph such as the digraph "Sh." The student fluently reads the text with no more than 2-3 errors. The student circles some of the beginning blends in some of the words that have them in the text.	2

### Lesson Plan Template

Then, the auditory learner could determine what “S” blend is being used in the word that is being represented by the picture in the sentence on the top of the card. This will then help the auditory learner complete the word on the card. The student can also help the auditory learner match the appropriate picture to the word.

The student correctly identifies how many syllables there are in the word skipping.

Student did not attempt to give a beginning digraph for the word chicken. The student could not fluently read the text and had 4 or more errors. The student did not circle any beginning blends in the words in the text. The student did not attempt to identify how many syllables there were in the word skipping.

1

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

Are the next pages are the power point slides the teacher will show students during the lesson. Refer to the explain section for more directions.



Lesson Plan Template

Slide 1



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Slide 2

I begin like



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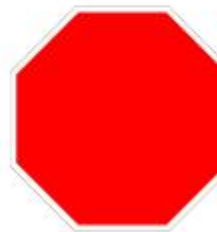
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Slide 3

Lesson Plan Template

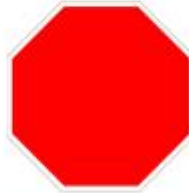
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Slide 4

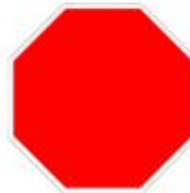
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Slide 5

Lesson Plan Template

I begin like



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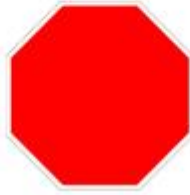
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Slide 6

I begin like



What am I?

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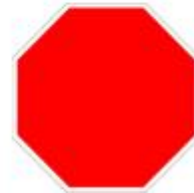
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## Lesson Plan Template

<b>Grade:</b> First Grade		<b>Subject:</b> English Language Arts	
<b>Materials:</b> Lock manipulatives, anchor chart, worksheet, pencils		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> 1.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. c. Demonstrate use of beginning and ending blends		<b>Differentiation</b> <b>Below Proficiency:</b> Have students match beginning sounds. <b>Above Proficiency:</b> Have students write out the word for the pictures. Add in blends that have not been covered. <b>Approaching/Emerging Proficiency:</b> Have students complete the activity as is. <b>Modalities/Learning Preferences:</b> Auditory - discussion during lesson. Tactile - work with locks and filling out chart Visual - anchor chart, letters and pictures on locks and keys	
<b>Objective(s)</b> By the end of the lesson students will recall the g and f blends and be able to distinguish between all the blends by matching blends to pictures. <b>Bloom's Taxonomy Cognitive Level:</b> Remembering and Analyzing			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• Whole group on the carpet – no materials.</li> <li>• Individual activity (in groups) at a station in the room.</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Whole group – voice level 0, participating in the activity</li> <li>• Activity – whisper voice level, participating in the activity</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
<b>15 min</b>	<b>Set-up/Prep:</b> Collect locks and keys – taking any out that students have not covered. Make anchor chart and chart for students to fill out.		
<b>3 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• “This week we have been working with consonant blends. Who remembers what a consonant blend is?”               <ul style="list-style-type: none"> <li>◦ “Two letters that work together to make a sound.”</li> </ul> </li> <li>• Direct students’ attention to anchor charts</li> <li>• “You guys have already learned about B,C,and S blends.” Go through an example or two for each letter blend.</li> <li>• “Today we are going to add two more, the G and F blends.”</li> </ul>		
<b>10 min</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• “What does the letter G say? That’s right we know the letter G says “</li> <li>• “One G blend is with an r. What does the letter r say? That’s right the letter R says . When we put the two together they say “grr” like in grass and green. Let’s all say it together “grr”” Point to examples on anchor chart.</li> <li>• “Another sound we can put with the G is L. What does the letter L say? That’s right we know the letter L says “ When we put the G and L together it makes the “glll” sound like in globe. Let’s all say the sound together “glll.””               <ul style="list-style-type: none"> <li>◦ Fist to Five check</li> </ul> </li> <li>• “We are also going to learn about the F blends. What does the letter F say? That’s right F says “</li> <li>• “The letter R also goes with the letter F and together they say “frr” say it with me. Awesome! Frr like in fruit.”</li> <li>• “You told me letter L says . What do you think the letter F and L would say together? That’s right! Together they say “flll” say it with me. “Fll like in flag and flip.               <ul style="list-style-type: none"> <li>◦ Thumbs up thumbs down check</li> </ul> </li> <li>• “Now we are going to read a book called <i>The Frail Snail on the Trail</i>. Turn to your elbow partner and tell them any blends you heard in the title.”</li> <li>• Call on students to see which ones they heard. Fr, Sn, Tr</li> <li>• “Throughout the book there are going to be many blends. I want you to pay special attention to the f and g blends.”</li> <li>• Read book.</li> <li>• “What blends did you hear in the story?” Go through student responses.</li> <li>• “Now that we have learned about the F and G blends I want you to turn to your elbow partner and remind them of the four blends.”</li> <li>• “I’ll have your attention again in 5, 4, 3, 2, 1. With walking feet and a 0 voice level you are going to go your station.”</li> </ul>		
<b>15 min</b>	<b>Explore: (independent, concrete practice/application with relevant learning task –connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>• “Now we are going to practice our blends sounds with special attention on F and G blends.”</li> <li>• “You are going to take turns with the learning locks. There are many different keys with blends and many different locks with pictures. The key will only work on the lock with the right sound. You will match them up. For example, I have the cr blend which says cr so I am going to match it with the picture of a crayon. The lock works so that means its right! You</li> </ul>		

## Lesson Plan Template

	<p>are going to keep track of the blends you do on this chart by writing the letters here and the picture here. You will then circle all the F and G blends.</p> <ul style="list-style-type: none"> <li>• “Give me a thumbs up if this makes sense.”</li> </ul>								
<b>1 min</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• Give the students a 2-minute warning before review.</li> <li>• “Today we learned about the F and G blends with R and L. Turn to your elbow partner and tell them two words that use the F and G blends we have learned.</li> </ul>								
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>• Listening to student responses and watching participation during group session.</li> <li>• Evaluation of student playing the game.</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>• Have students play a clip card matching game.</li> <li>• Have students complete a worksheet.</li> <li>• Have students simply match the locks.</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>• Students will individually fill out a chart showing the connections between letter blends and pictures that use them.</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <p>This assessment should be done one on one with the students. Students can either record their answers on a sheet of paper, or the students can orally tell the teacher their answers. The student’s choice.</p> <p>What letters represent the /Ch/ sound in chicken?  Read the following text (Teacher should read this instruction, but have the students read the text on their own).  The girl is skipping all the way to her house. She was tired when she got to her place, so she went to her bed to take a nap.  Tell students to circle all of the beginning blends they see in the text.  Tell students to look at the word skipping. Ask students to write the number of syllables there are in the word skipping? Encourage students to clap it out.  Rubric is posted below for this assessment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Criteria</th> <th style="width: 30%;">Proficient Level</th> </tr> </thead> <tbody> <tr> <td>Student knows the digraph that begins in the word chicken. The student fluently reads the text with no more than 1 error. The student accurately circles the beginning blends in all of the words that have them in the text. The student also correctly identifies how many syllables there are in the word skipping.</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Student did not know the beginning digraph in the word chicken; however, attempted to give a digraph such as the digraph “Sh.”. The student fluently reads the text with no more than 2-3 errors. The student circles some of the beginning blends in some of the words that have them in the text. The student correctly identifies how many syllables there are in the word skipping.</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Student did not attempt to give a beginning digraph for the word chicken. The student could not fluently read the text and had 4 or more errors. The student did not circle any beginning blends in the words in the text. The student did not attempt to identify how many syllables there were in the word skipping.</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>	Criteria	Proficient Level	Student knows the digraph that begins in the word chicken. The student fluently reads the text with no more than 1 error. The student accurately circles the beginning blends in all of the words that have them in the text. The student also correctly identifies how many syllables there are in the word skipping.	3	Student did not know the beginning digraph in the word chicken; however, attempted to give a digraph such as the digraph “Sh.”. The student fluently reads the text with no more than 2-3 errors. The student circles some of the beginning blends in some of the words that have them in the text. The student correctly identifies how many syllables there are in the word skipping.	2	Student did not attempt to give a beginning digraph for the word chicken. The student could not fluently read the text and had 4 or more errors. The student did not circle any beginning blends in the words in the text. The student did not attempt to identify how many syllables there were in the word skipping.	1
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<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>									

## Lesson Plan Template



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**Blend – Key**



**Picture/Word – Lock**



<b>Blend – Key</b> 	<b>Picture/Word – Lock</b> 

## Lesson Plan Template

<b>Grade:</b> 1 <sup>st</sup> Grade		<b>Subject:</b> English Language Arts	
<b>Materials:</b> worksheets, crayons, pencils		<b>Technology Needed:</b> Active Board	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input checked="" type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> <b>Hands-on</b> <input checked="" type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> 1.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. c. Demonstrate use of beginning and ending blends		<b>Differentiation</b> <b>Below Proficiency:</b> Have students focus on beginning sounds and just color the option. <b>Above Proficiency:</b> Create a worksheet for students with one word box at the top and then individual pictures below. Have them write out the full word instead of just the beginning blend. <b>Approaching/Emerging Proficiency:</b> Have the students complete the worksheet. <b>Modalities/Learning Preferences:</b> Visual – PowerPoint, pictures on worksheet, review video Auditory – discussion during whole group, review video Tactile –work on active board, coloring on worksheet	
<b>Objective(s)</b> By the end of the lesson students will distinguish between consonant blends by correctly matching them on a worksheet.			
<b>Bloom’s Taxonomy Cognitive Level:</b> Analyzing			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• Whole group on the carpet – no materials.</li> <li>• Individual activity at tables – crayons or pencils.</li> <li>• Move between by table group.</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Whole group – voice level whisper, participating in activity</li> <li>• Individual – voice level 0, actively working on worksheet</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
<b>30 min</b>	<b>Set-up/Prep:</b> Collect all previous anchor charts, make PowerPoint game, print worksheets		
<b>5 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• “We have been working on consonant blends and you guys have been doing great!”</li> <li>• “Turn to your elbow partner and remind them what a consonant blend is. What did your partner say?”             <ul style="list-style-type: none"> <li>○ “A consonant blend is two letters working together to make a sounds, but you can still hear both letters.”</li> </ul> </li> <li>• “Now we are going to watch a video to review the different sounds we have talked about.”             <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=RCCFqWV8S7E">https://www.youtube.com/watch?v=RCCFqWV8S7E</a></li> </ul> </li> </ul>		
<b>10 min</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• “We have talked about many different blends. Like the video showed the B, S, G, F, and C.”</li> <li>• “Now we are going to practice how well we know these blends. I am going to call you by drawing popsicle sticks. Then you are going to come up to the board. There is going to be a picture on the board. You will have to decide what the beginning blend is. Then you will drag the correct letters from the options on the bottom up to the picture.”             <ul style="list-style-type: none"> <li>○ “Give me a thumbs up if this makes sense.”</li> </ul> </li> <li>• “I’ll do the first one to show you. My picture is of a clock. I am going to choose the CL blend from the options and drag it to the picture. Give me a thumbs up if you agree. Let’s say it together, CL – clock. Awesome!”</li> <li>• Call students randomly up to the board. Each time ask the rest of the group if they agree with thumbs up or some sort of saying, changing it up.</li> <li>• Then before moving on sound out the blend and say the word together.</li> </ul>		
<b>15 min</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>• “You guys have done a great job practicing. Now we are all going to practice by doing this worksheet.”</li> <li>• “There is a picture and then blend options, just like the review game we just played. You will color the correct blend for the picture and then write the letters on the line to complete the word.”</li> <li>• Call students by table group to hand out worksheets and then they will go to their table.</li> </ul>		
<b>1 min</b>	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"> <li>• Give students a 2-minute warning to finish up.</li> <li>• “Today we reviewed all of the different blend sounds we have learned so far.”</li> <li>• Transition to next activity.</li> </ul>		



## Lesson Plan Template

**Formative Assessment: (linked to objectives)**

**Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.**

- Evaluation of each student while playing the review game.
- Paying attention to students' answers who are watching.

**Consideration for Back-up Plan:**

- Have students split into centers and review will all the manipulatives used previously.

**Summative Assessment (linked back to objectives)**

**End of lesson:**

- Students will individually complete the worksheet identifying beginning blends.

**If applicable- overall unit, chapter, concept, etc.:**

This assessment should be done one on one with the students. Students can either record their answers on a sheet of paper, or the students can orally tell the teacher their answers. The student's choice.

What letters represent the /Ch/ sound in chicken?

Read the following text (Teacher should read this instruction, but have the students read the text on their own).

The girl is skipping all the way to her house. She was tired when she got to her place, so she went to her bed to take a nap.

Tell students to circle all of the beginning blends they see in the text.

Tell students to look at the word skipping. Ask students to write the number of syllables there are in the word skipping? Encourage students to clap it out.



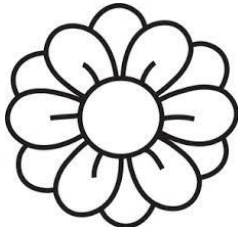




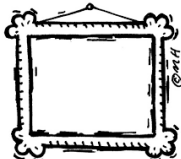




Rubric is posted below for this assessment:

Criteria	Proficient Level
Student knows the digraph that begins in the word chicken. The student fluently reads the text with no more than 1 error. The student accurately circles the beginning blends in all of the words that have them in the text. The student also correctly identifies how many syllables there are in the word skipping.	3
Student did not know the beginning digraph in the word chicken; however, attempted to give a digraph such as the digraph "Sh.". The student fluently reads the text with no more than 2-3 errors. The student circles some of the beginning blends in some of the words that have them in the text. The student correctly identifies how many syllables there are in the word skipping.	2
Student did not attempt to give a beginning digraph for the word chicken. The student could not fluently read the text and had 4 or more errors. The student did not circle any beginning blends in the words in the text. The student did not attempt to identify how many syllables there were in the word skipping.	1

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

### Matching Beginning Blends

Directions: Fill in the circle with the correct blend. Then fill in the blank.

 <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Gl</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Gr</div> </div> <div style="margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Cl</div> </div> </div> <p style="text-align: center; margin-top: 20px;">_____ <b>ove</b> _____</p>	 <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Fr</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">St</div> </div> <div style="margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Sn</div> </div> </div> <p style="text-align: center; margin-top: 20px;">_____ <b>amp</b> _____</p>	 <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Fl</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Gr</div> </div> <div style="margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">St</div> </div> </div> <p style="text-align: center; margin-top: 20px;">_____ <b>ower</b> _____</p>
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## Lesson Plan Template