

**Lesson Plan Model<sup>1</sup>**

Lesson Title/#: Learning the Alphabet with Music and Motion

Grade Level: Kindergarten

**Learning Central Focus**

<b>Central Focus</b> What is the central focus for the content in the learning segment?	The alphabet
<b>Content Standard</b> What standard(s) are most relevant to the learning goals?	RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet
<b>Student Learning Goal(s)/ Objective(s)</b> <b>Skills/procedures</b> What are the specific learning goal(s) for student in this lesson? <b>Concepts and reasoning/problem solving/thinking/strategies<sup>2</sup></b> What are the specific learning goal(s) for students in this lesson?	Goals: 1. Have students name each letter of the alphabet 2. Have students be able to say whether it is an uppercase or lowercase letter 3. Have students be able to rapidly and fluently identify the letter and its case when held up on a flashcard
<b>Prior Academic Knowledge and Conceptions</b> What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do <b>these</b> students have that are necessary to support the learning of the skills and concepts for this lesson?	Prior knowledge of the alphabet would be helpful in this lesson plan, but it is not necessary.

<sup>1</sup> The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

<sup>2</sup> The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for <b>this group</b> of students?</p>	
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### **Instructional Strategies and Learning Tasks**

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

<p><b>Launch</b></p> <p>_____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>The lesson will start by having the students stand up and dance either in their spot or around the room while I play the alphabet song on the smartboard twice.</p>
<p><b>Instruction</b></p> <p>_____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural</p>	<p>To engage the students, I will use music and exercise with my teaching. I will also make sure the materials used are bright and attractive to the student's eyes. My goal is to make sure my kids are active and moving but also learning at the same time. Since my students are in kindergarten, some will have prior knowledge from pre-k, but some will not have any prior knowledge at all. I will use these diverse backgrounds to refresh those with previous knowledge and teach those that have none. I will get an alphabet chart and a pointer and start by going over the upper and lowercase of each letter and the sound they make. I will repeat this several times until my students are comfortably saying it with me. After that, I will hold up flashcards with either a lowercase or uppercase letter on them and I will have the students tell me what letter it is. Once they have the letter down, I will start having them yell whether it is uppercase or lowercase. I will be able to tell if the students are comprehending it by watching their mouths and seeing which students are saying the correct ones and which students aren't. If I have some that are struggling, I will try to call on them more or I will revert to the alphabet chart and go over it again if needed. I also plan on repeating the alphabet song at random times throughout the lesson just to reinforce.</p>

<p>and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p><b>Structured Practice and Application</b> _____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Once I have the students comfortable with the flashcards, I will move the desks and make one side of the room uppercase and one side of the room lowercase. I will hold up a random flashcard and the object of the game is to have students run to the correct side of the room. After playing this for several minutes, I will collect my students on the carpet and start calling on them individually to tell me what letter and what case is on the flashcard. The students will apply what they learn everyday by talking and recognizing letters and once they start learning to read, the knowledge of the letters will be vital.</p>

<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson by using the alphabet graphic made in inspiration. This graphic will be almost like a fill in the blank and the students will complete the graphic.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>This lesson has students working as a class. However, this lesson could be broken down into groups and have a mixture of students that excelling with the alphabet and those struggling with it so that every group is equal. I can have the students doing the activity planned in groups.</p>

<p><b>What Ifs</b></p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The students might be too rowdy to run from one side of the room to the other, so I can break them down into smaller groups and have them take a step towards the side they think. I also could have technology issues so instead of playing the alphabet song at the beginning, we could all sing it together as a class if they know it, or I could sing it as they danced around the room.</p>
<p><b>Theoretical Principles and/or Research-Based Best Practices</b></p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p><b>Materials</b></p> <p>What materials does the teacher need for <b>this lesson</b>?</p> <p>What materials do the students need for <b>this lesson</b>?</p>	<p>A teacher will need a smartboard, internet, an alphabet chart, and flashcards. The students will need the inspiration chart I've created so that they can complete it and show me what they have learned.</p>

**Academic Language Demand(s):**

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	

<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>How will you <b>support</b> students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p>	

### Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

### Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your <b>instruction</b>?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

**Resources:**

Attach each assessment and associated evaluation criteria/rubric.

The finished product should look something like this

