

Name: Audrey Beggs

Lesson Plan: Syllables

Lesson Segment Focus: Words Split into Syllables

Lesson _____ of _____

Course & topic addressed: Syllable counting

Date: November 2019 Grade: 1st

Student Outcomes

| | |
|---|---|
| Specific learning objectives for this lesson. | Applying Syllable Rules to Different types of Dog names |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | This lesson will serve as a review lesson to breaking down words into syllables. Some words may be complex. |
| Knowledge of students background (personal, cultural, or community assets) | Some students will still have trouble understanding syllables. This will help. |

State Academic Content Standards

| | |
|--|--|
| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | CCSA.ELA-Literacy. RF. 1.3 D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
|--|--|

Academic Language Support

| | |
|--|---|
| What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development? | Youtube.com will be used for students to better understand what teacher has instructed. https://www.youtube.com/watch?v=vlBc703kYMg Syllables will be reviewed in a fun song. A little easier to remember with Music |
|--|---|

Key Vocabulary

| | |
|---|---|
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Vocabulary to be discussed in this lesson includes stomp, chomp, clap syllables |
|---|---|

Materials

| | |
|---|---|
| Materials needed by teacher for this lesson. | EBOOK of dogs, Smart Board, |
| Materials needed by students for this lesson. | After the Lesson: Picture Book and Pencil and Paper |

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

| Amount of Time | Teaching & Learning Activities | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. |
|----------------|------------------------------------|---|
| 20 Minutes | <u>Introduction:</u> | <p>The teacher will introduce the lesson using the E-book.</p> <p>The instruction will be teacher led and an example will be given.</p> |
| 20-30 Minutes | <u>Instruction:</u> | <p>After introducing the lesson through Ebook, the teacher will play the youtube link attached to allow children to hear and understand what the teacher has previously taught.</p> <p>Students will be called to the carpet and students and teachers will explore a book and review the names of the dogs and a brief description of each. This will be a group involved activity and students will be given the chance to ask questions in they do not understand.</p> <p>Students will be divided into group and given the dogs names to read and discuss with their group. A blank paper with the dogs names on it will be passed out and the students will fill in the answers on how many syllables the words have according to what their group discussed.</p> <p>During the break out session, the teacher will be walking around the room to answer any additional questions the students may have.</p> |
| 5 MINS | <u>Closure:</u> Conclude | We have just learned Syllable division. If you are still having problems, we will continue to work on syllables for a while. |

| Amount of Time | Teaching & Learning Activities | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. |
|----------------|--------------------------------|--|
| | | Instructing class and answering any questions. While in groups, I will walking around to assist. |

Accommodations/Modifications

| | |
|--|---|
| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | For students that may have trouble reading, I could put them in a group with a little more advance readers that could help them. Teacher's Aide could also take a group of students and help them as well. |
|--|---|

Differentiation:

| | |
|--|---|
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | Books to be evaluated could be listened to if needed. |
|--|---|

Assessments: Formative and/or Summative

| | | |
|---|---|--|
| Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed). | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |

Research/Theory

| | |
|--|--|
| Identify theories or research that supports the approach you used. | |
|--|--|

Lesson Reflection/Evaluation

| | |
|---|---------------------------------------|
| What went well? What changes should be made? How will I use assessment data for next steps? | <i>TO BE FILLED IN AFTER TEACHING</i> |
|---|---------------------------------------|

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

