

Name: Ashley Chandler

Lesson Plan Template

Lesson Segment Focus: Print upper and lower case letters

Lesson _____ of _____

Course & topic addressed: The Alphabet

Date: February 5, 2019 Grade: First Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will be able print all upper- and lower case letters legibly.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Prior knowledge of the alphabet is needed for the lesson.
Knowledge of students background (personal, cultural, or community assets)	I will start the lesson with a review of upper and lower case letters, because although previous knowledge is needed, I am aware not every student will be on the same level of skill. This lesson will be added to over time.

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.	L.K.1.K Print all upper-and lower-case letters legibly.
--	--

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?	
--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	upper case lower case
---	--

Materials

Materials needed by teacher for this lesson.	smart board, lesson plan
Materials needed by students for this lesson.	computer, pencil

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.
25	<u>Introduction:</u>	To introduce this lesson, the students will use Inspiration to complete a review of upper and lower case letters. The template will already be ready for use. All the student will have to do is connect the upper case letter to the upper case bubble, and the lower case letters to the lower case bubble, and then submit their final web to me.

45	<u>Instruction:</u>	<p>I will start by having the students complete a work sheet with the first five letters of the alphabet. It will be a tracing sheet that include the first ten letter sets. Once the students have traced all five, they will turn in the sheet and find there circle time dot in front of the smart board. Once in front of the smart board I will I will review the first five letters that they already traced. We will go through the slideshow several</p>

		times until I am comfortable that they can write the letters on their own. I will do activities such as selecting students to trace the missing letter on the smart board, have the students tell me which letter is missing: upper case or lower case, and watching me trace the letters. Once we have done numerous activities, I will go over the five letter sets one more time to ensure a review.
20	<u>Closure:</u>	To ensure my students have been engaged in the lesson, and understand the lesson, they will be handed a work sheet. I will assign five letter sets for the students to write. For example, a letter set would be "Aa". Once completed, the students will turn the assignment into me.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I may spend extra time with a certain student who is struggling on a letter.
--	--

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	
--	--

Assessments: Formative and/or Summative

Describe the tools/procedures that will be	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
--	---	--

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	

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.

*adapted from:

<http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us;>
<http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;>
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>