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Lesson Plan Template

Lesson Segment Focus: Bingo Review

Lesson 1 of 1

Course & topic addressed: 3rd/Language Arts

Date: 10/25/2018 Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will play Bingo to have a review of what was learned throughout the course of the year.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have previous learned prepositions, how to punctuate, how to write quotes, how to use verb tenses, spatial means, temporal means relating to time, and synonyms to words.
Knowledge of student's background (personal, cultural, or community assets)	Students can use this review with previous knowledge to their personal, cultural, and community assets.

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.3.1	L.3.1.K	L.3.2.C
	L.3.1.C	L.3.2	L.3.2.D
	L.3.1.E	L.3.2.A	
	L.3.1.G	L.3.2.B	

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?	Powerpoint software, pencil, and paper Students that need extra assistance and have difficulty learning will have extra assistance for understanding.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Superlative adjective Prepositions
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Materials

Materials needed by teacher for this lesson.	Computer, flashcard to randomly draw a number 1-24, powerpoint software
Materials needed by students for this lesson.	Computer, powerpoint software, 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.
5 mins	<u>Introduction:</u>	Teacher will explain to students that they will be playing a review game, Bingo. They will be told that with whatever number is called, they will click on the number and write what is behind their box. Their bingo card will be emailed to me and their paper will be turned in. Students will understand that with whatever number is called, that number is written down on the paper in order of calling. For example, if number 24 is called, students will write 24 then do as their box states.
30 mins	<u>Instruction:</u>	<p>The game will begin with the teacher randomly drawing a card with the number 1-24. With the number that is called they will click on the number. The student will then write down an example of what their box states. For example, if the box says comma, students will write a sentence using the comma correctly. When a student gets 5 in a row horizontally, vertically, diagonally can then say bingo and the teacher will check their card. Once they receive a bingo they will email their card to me. However, students can continue to play to incur bonus points.</p> <p>This will ensure that students have grasped what has been taught throughout the year.</p>

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.
5 mins.	Closure:	At the end of time, students will email the teacher their powerpoint card with their name attached in the subject area. Students will then turn in their paper with their work on it.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	. Students that need extra assistance with reading, may ask for me to read their box. Students that do not understand what is to be done, may also ask for extra assistance.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students can work with a partner if it is needed.
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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.	
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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>
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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>