

Name Ashlee Hill

Lesson Plan

Learning Segment Focus _____ **Features of a Sentence** _____ **Lesson** 1 **of** 1

Course & topic addressed _____ **Language Arts** _____ **Date** 4/13/2020 **Grade** 1

Student Outcomes

Specific learning objectives for this lesson.	- Students will be able to identify the distinguishing features of a sentence, including the first word, capitalization, and end punctuation.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	- Students have previous experience reading sentences and have alphabet knowledge
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	- Students come from a preschool background with high emphasis on reading skills and students have proficient reading ability.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> - End punctuation: punctuation at the end of a sentence (question mark, period, exclamation point) - Capital letter: A letter written or printed in a size larger than and often in a form differing from its corresponding lowercase letter; an uppercase letter. - Punctuation: the marks, such as period, comma, and parentheses, used in writing to separate sentences and their elements and to clarify meaning.
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<ul style="list-style-type: none"> - Students will be able to identify the features of a sentence after viewing videos on the features of a sentence, completing practice worksheets on the features, and having exposure to examples. - I will show students examples of different types of end punctuation and use example sentences to show first words and capitalization rules. This will help students understand the vocabulary and will also help them complete the activities for the lesson.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	-Worksheets -YouTube videos -Computer -SmartBoard -PowerPoint slide
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	- Pencil -Paper -Chromebooks

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> - Review of prior knowledge - Introduction of features of a sentence 	<p>I will begin the lesson by asking my students to recall their prior knowledge. Questions such as “What is a sentence?” will be asked. I will also ask students if they can tell me the features of a sentence. This will move us into discussion on the first word of a sentence, capitalization in a sentence, and end punctuation of a sentence.</p>
30 minutes	<p>Instruction:</p> <ul style="list-style-type: none"> - Learn about features of a sentence using YouTube videos - https://www.youtube.com/watch?v=0Wrv_ZviMEc - https://www.youtube.com/watch?v=gWhUnt3Mm4k - Use PowerPoint slide to show examples and explain vocabulary - Worksheet activities - Practice 	<p>We will begin the lesson by watching YouTube videos on the features of a sentence and punctuation. As we do this, I will pause as needed to explain things such as rules for punctuation, etc. After this, I will have the students discuss in groups what they learned from the videos and my instruction. I will then pull up a PowerPoint slide with examples of correct and incorrect sentence features and work with the students to explain them. Some things include inappropriately capitalized words, lack of end punctuation, etc.</p> <p>Students will then complete worksheet activities on capitalizing the first word of a sentence, adding end punctuation, and circling, underlining, starring these features.. I will walk around the classroom and observe while answering questions. Students who complete their worksheets before the end of</p>

		class will have the option to practice end punctuation and capitalizing proper nouns with an online game.
10 minutes	<p>Closure:</p> <ul style="list-style-type: none"> Exit slip 	I will review the topics we learned with the students and have them fill out an exit slip before we finish class about what they learned.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>I might modify instruction by bringing these students to our practice table to work with me on the worksheets. I may also give them modified worksheets that include tips for each question to guide them.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I would use scaffolding in my questions as I help them on a question that they are stuck on. I may also provide instructions on both the worksheets and SmartBoard for completing the activities. I could also give students copies of the PowerPoint slide to follow along.</p>
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Exit slip: What have they learned?
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Worksheets on capitalizing the first word and end punctuation
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>By asking students to recall prior knowledge, I use constructivism. My goal is that they can connect this new information about sentences to what they already learned about sentences.</p>

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>;
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<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
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