

Name Amari Turner

## Lesson Plan Template

Lesson Segment Focus Language Arts

Lesson 3 of 3

Course & topic addressed Rhyme

Date 3/13/19 Grade 2

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to identify rhyme and make a song that rhymes.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have classroom chants that rhyme to help us pay attention when the teacher is about to teach, remember certain curriculum, or to clean up our desks.
Knowledge of students background (personal, cultural, or community assets)	Students have heard poems and listened to songs that rhyme

### 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.	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
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### 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?	iPad, Dictionaries
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Rhyme, Rhythm, Repeated Lines</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	White Board
Materials needed by students for <b>this lesson.</b>	iPad

## 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 minutes	<b><u>Introduction:</u></b> Review	<p>To begin, I will ask my students to think of words that rhyme. I will then have them raise their hands and call on students.</p> <p>I will afterwards write a few sentences on the board and as a class, we will clap to the rhythm of the sentence by analyzing the syllables.</p> <p>I will also ask them to name books that have repeated lines in it.</p> <p>I will ask students why authors use rhyming words, rhythm and repeated lines in books.</p> <p>I will explain why it is used.</p>
15 minutes	<b><u>Instruction:</u></b> Read the Story	<p>As the students clear their desks, I will pass out their iPads</p> <p>I will have them click on the Khan Academy app that was already downloaded onto the iPad by the teacher</p> <p>I will put my iPad on the Smartboard to show students how to find the book we will be reading so they can follow along.</p> <p>I will read the book aloud.</p> <p>As I read, the students will be instructed to say the repeated line on the story aloud with me. The repeated part of this story is “<b>The cup is up. The pot is up.</b>” It is used on about half of the pages. The word “up,” however, is said on every page. When I say the word up while reading, the students are instructed to clap one time.</p>
7 minutes	<b><u>Closure:</u></b> song	To end the lesson, we will create a 4-line rap together song that includes rhythm and rhyme.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.For students who require modification, I will give the story to them for their families and intervention specialists to go other the book with them a week in advance.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>To ensure needs are met, I will provide hard copies for students who do not learn well when reading off an iPad. For students who need help visually, I will print out the book in a larger font.</b>
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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>;

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