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## Lesson Plan Template

Lesson Segment Focus: English Language Proficiency

Lesson \_\_\_\_\_1\_\_\_\_\_ of \_\_\_\_\_1\_\_\_\_\_

Course & topic addressed: Social Interaction & Decision Making

Date: November 1, 2018 Grade \_\_\_\_K\_\_\_\_

### Student Outcomes

Specific learning objectives for this lesson.	Students should be able to properly interact with fellow classmates. Students should be able to participate in grade-appropriate decision making processes as well as express their ideas and responses to classmates.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	N/A
Knowledge of students background (personal, cultural, or community assets)	Some students may not interact socially in the same way. It is important to remember cultural differences and accommodate as necessary.

### 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.	Arkansas State ELP Standards for Kindergarten K.1 construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.  K.2 participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.  K.7 adapt language choices to purpose, task, and audience when speaking and writing
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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?	For this lesson, there are not planned instructional supports. Students will be asked to interact together using the Toca Tea Party app. Some students may be unfamiliar with working collaboratively or may become overwhelmed with the decision making process. I will accommodate as necessary.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	No specific vocabulary necessary.
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### Materials

Materials needed by teacher for <b>this lesson.</b>	Toca Tea Party App
Materials needed by students for <b>this lesson.</b>	Individual electronic device. Toca Tea Party App

### 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 min	<b><u>Introduction:</u></b>	This lesson is based purely around the Toca Tea Party App. I will tell students we will be having a tea party and ask if they know what a tea party is. I will give a brief explanation and then divide them into small groups of 3 or 4.
20 min	<b><u>Instruction:</u></b>	Limited instruction is required for this lesson. I will make sure each student is able to use the Toca Tea Party app correctly and ensure each student is connected with their group mates. I will then monitor the interaction between students. I will only interrupt when I feel as if the interaction is not appropriate.

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.
10 min	<b><u>Closure:</u></b>	I will ask students if they enjoyed the tea party and let them tell me what they liked most about the activity. Then, I will ask them to tell me what they have learned about working together and how those characteristics can be helpful in daily use.

#### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Students may need assistance with the Toca Tea Party App. I will assist as needed.
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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>If students are not benefiting from the app, I may need to accommodate with a “real” tea party interaction.</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>; <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>