

## Lesson Plan: Homer Reading App

**Lesson Segment Focus:** Reading Development Skills

**Lesson:** 1 of 1

**Course & topic addressed:** Reading, Phonemic Awareness

**Date:** October 16, 2019

**Grade:** Kindergarten

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to recognize and name all upper and lowercase letters in the alphabet. Students will be able to distinguish between similarly spelled words. Students will be able to decode consonant-vowel-consonant words.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will already know what the letters of the alphabet are, and what the sounds that each letter makes in different words.
Knowledge of students background (personal, cultural, or community assets)	Students come from a wide variety of backgrounds so their language development may vary depending upon factors such as speaking a different language at home.

### 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.	RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit). RF.K.3.E Decode CVC words
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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?	I will set up each of my student's apps so that they math their current readings skills before the lesson begins. For students that start out behind the majority of the students, I will have individual or group meetings to work on the activities with them and help them with any problems they have.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Phonemes, morphemes, phonemic awareness, consonant-vowel-consonant words, alphabet
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Classroom subscription of the Homer application, Classroom set of iPads for every student
Materials needed by students for <b>this lesson.</b>	Access to an iPad that is provided by the teacher

## 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>	During this part of the lesson I will begin by explaining to the students what we are going to do with the iPads. I will explain that they are going to work on their own iPads under their avatar until the timer goes off. I will post a word document on the board of the groups of students that I will be meeting with throughout the lesson.
30 minutes	<b><u>Instruction:</u></b>	<p>The students will log in to their Homer Reading accounts on the iPad that I provided them with. They will start on the first activity that shows up and complete all parts of it. They will be allowed to ask their neighbor for help if they need it, but if they can't figure it out, then they can come and ask me. As they work individually, I will begin calling students up to work in small groups that are on the same reading level as each other.</p> <p>During my group meetings, I will teach a mini lesson that is challenging for the students at their reading level. These mini lessons will include activities involving phonemes and morphemes, consonant vowel consonant words, and other components of language. I will continue this process until every student gets to meet with me and do a mini lesson. This will be a form of assessment for me because I will be able to see how well they are understanding the material.</p>
5 minutes	<b><u>Closure:</u></b>	Once all of the students have met with me in their small groups, I will bring the class together. I will review the lessons that I taught and check for understanding. The students will then bring their iPads to the appropriate location in the classroom.

## Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504?	<p>Remediation: I would provide a longer amount of time for the activity so that I can meet with smaller groups who are struggling with the same reading concepts.</p> <p>Intervention: I will organize the students into groups based on what tier of the RTI model they fall under. For example, for tier one students I would provide extra work time and more practice for them.</p>
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LEP/ESL?	<p>IEP: I would provide students who are hard of hearing with headphones so that they can turn the iPad volume up as high as they need to.</p> <p>ESL: The mini lesson would include high frequency vocabulary words that are common in the English language.</p>
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I would provide extra assistance for students who need individual help with their reading activities. I would also ensure that each student's account is accurately set up so that the activities provided are aligned with their reading development skills.
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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	Checking student progress at the end of the workday on the app.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Checking for understanding during mini lessons using question and answer.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Conduct a DIBELS phoneme assessment at the end of the lesson.

**Research/Theory**

Identify theories or research that supports the approach you used.	Reutzel & Cooter Teaching Children to Read, DIBELS phoneme segmentation assessment
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**Lesson Reflection/Evaluation**

<p>What went well?</p> <p>What changes should be made?</p> <p>How will I use assessment data for next steps?</p>	<i>TO BE FILLED IN AFTER TEACHING</i>
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\*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>