

Name Brittney Curran**Lesson Plan**Learning Segment Focus EnglishLesson One of TwoCourse & topic addressed EmotionsDate Feb 2, 2020Grade Kindergarten**Student Outcomes**

Specific learning objectives for this lesson.	Students will be able to understand a book about emotions and be able to define, give synonyms and antonyms for each different emotion.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	By kindergarten, students should be able to put a name to the emotion they are feeling and should most likely know these 4 basic emotions. They will be able to use their prior knowledge of emotions (and especially after a review of the emotions) to learn about synonyms and antonyms.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students experience emotions on a daily basis, and this lesson will allow them to understand those emotions, as well as discover new and opposite words to describe them.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Emotion, Happy, Sad, Angry, Scared, Synonym, Anonym (Opposite word)
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Academic Language Support

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? 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) ?	The book, "The Way I Feel" will provide the students with instructional material that also keeps them engaged
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	"The Way I Feel" book by Janan Cain, Computer, Projector, Smart Board, Inspiration, Printer & Paper
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	N/A

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)
5 Minutes	<u>Introduction:</u>	To begin the lesson, I will ask the students to describe the words happy, sad, angry, and scared or show me with their facial expressions. I will allow for a few students to share their thoughts and then I will proceed with the lesson.
35 Minutes	<u>Instruction:</u>	<p>I will start by reading the book “The Way I Feel” to the class. This book addresses different emotions that young children should and have felt before, and it puts a name to what they are feeling. After we read the book, I will project the Inspiration web map onto the Smart Board and will walk through each of the vocabulary words with the students. Based on prior knowledge and based on the book we read together in the class, the students should have a fairly good understanding of each of the 4 emotions we are covering, happy, sad, angry, and scared. The point of this lesson is to refresh their knowledge on emotions, so we can focus on synonyms and antonyms.</p> <p>After I know that the students have grasped each of the emotions, I will explain to them that a synonym is a word that is similar to the word, and an antonym is an opposite word. With the Inspiration web on the Smart Board, I will have students give me input on what they think the definition of each word is based on what we had just read. I will combine student’s thoughts into a concise definition. Then, I will have students volunteer (or potentially call on students) to come up to the board and write in an example of an antonym and synonym for each word.</p> <p>The following day, I will have the graphic printed out as a handout for the students to add in a drawing of each of the words. They will just draw a quick picture of the emotion to help them remember it better. I will let them keep this handout to reference later.</p>
5 Minutes	<u>Closure:</u>	To finish this lesson, I will have a few students show the class the pictures they drew with each emotion. I will also ask students to review what a synonym and antonym are.

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>In order to modify the lesson for students with mandated plans, I will give them the handout with faces already drawn in, so they can just copy the face on the page rather than come up with one on their own.</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 could use enhanced scaffolding to enhance and build on student’s knowledge. I can’t assume that the students already know and understand the basic emotions, but by using scaffolding, I can reinforce what they should already know.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>I will give the students an exit slip with one of the four emotions written on it and 3 different faces (happy face, sad face, and scared face), and have them circle the face that corresponds with the word.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

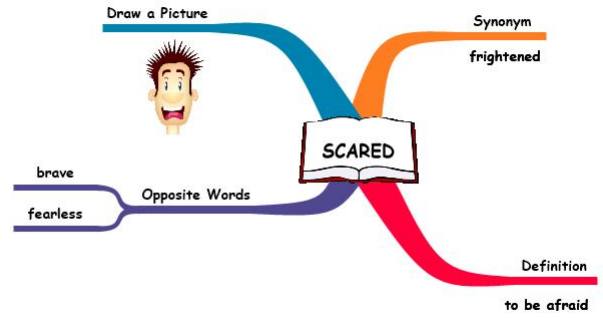
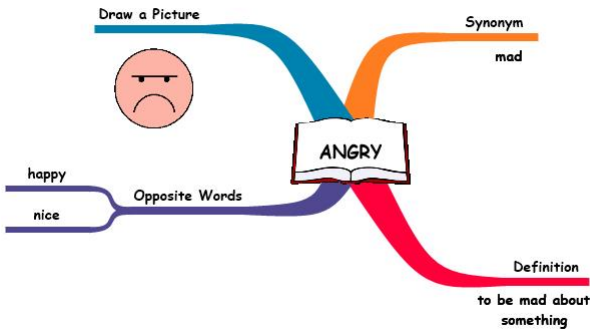
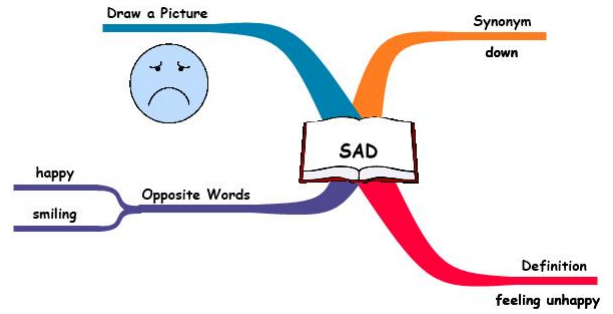
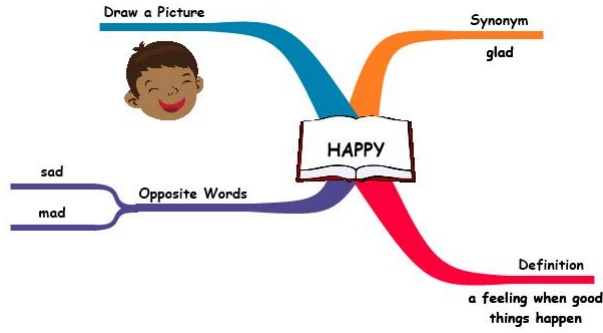
Research/Theory

<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>Howard Gardner’s Multiple Intelligence Theory: This theory states that children have several ways of processing information (visual, verbal, logical, etc.). This assignment will allow visual learners to coordinate the faces with the word, and verbal learners will be able to hear the lecture and hear the contributions of their classmates.</p>
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Lesson Reflection/Evaluation

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