Name Brittney Curran

Lesson Plan

Learning Segment Focus Sight Words Using a QR Reader   **Lesson** 1 of 1

Course & topic addressed English Language Arts   **Date** March 10, 2020   **Grade** Kindergarten

Student Outcomes

Specific learning **objectives** for this lesson.	Students will be able to recognize common sight words without having to sound out the word.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students will have learned and practiced these high-frequency words throughout the semester in kindergarten, so this will be a way to review to make sure the students still know these words.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	This learning task is appropriate because some students may not have learned common sight words before they started preschool, so by continually reviewing these, all students have a better chance of being proficient readers in the future.

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.K.3.C: Read common high-frequency words by sight (example: the, of, to, you, she, my, is, are, do, does).

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	QR reader & sight word

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)?**	In order to ensure that the students are familiar with the sight words used in this lesson, I will review them on the Smartboard by quickly flipping through a list of them with digital flashcards. I will have the class just call out the name of each sight word as it comes on the board. Since they have already learned the sight words previously in the year, this will be a way to make sure they still remember them.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Paper with the QR code sight words, class set of iPads, pencils, & paper, SmartBoard
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Pencil and paper

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	**Introduction**: Review (5 minutes) Introduction (5 minutes)	I will first review with the students to make sure they remember I will show my students how to use a QR reader and I will review the technology rules for my classroom with them.
20 minutes	Instruction: Instruction (20 minutes)	I would begin the lesson by passing out sheets with 4 QR codes per paper to each student. Each piece of paper has different sight words on it, and students will get to pass papers around to look at all of the words. They will get 5 minutes per piece of paper and they will trade papers 4 times. To start out, each student will have an iPad and will scan one of the four QR codes on the paper in front of them. They will see the sight word and they have to write this word down on a blank piece of paper. Once they have written one word, they will scan the next QR code on the paper and write that word. They will continue this until all of the QR codes have been scanned and all the words have been written. Then, after 5 minutes, they will pass their papers to the person to the right and repeat this again. They will pass their paper 3 times in total, which means they will have had 4 different papers with different sight words on them. By the end of the activity, the students should have a list of 20 words on their paper. Not every student will have seen every sight word, but this activity can be done multiple times until they have seen all the desired words.
5 minutes	**Closure:** Closure (5 minutes)	To wrap up this lesson, I will say one of the sight words and have the students raise their hand if they came across this word during their time scanning QR codes. This will also make sure the student knows the correct pronunciation of the word, and it will check to make sure they wrote their words down. Afterwards, I will collect their papers with the sight words on them and correct them if there are any misspellings.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	I could modify the instruction by giving the students needing accommodations either more time per page of words, or giving them only 2 words to practice every 5 minutes instead of 4 words. I could also modify the instruction by placing them in a small group and assisting them in completing the assignment while the rest of the class is doing it on their own.

Differentiation

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.)	In order to ensure that all students needs are being met, I will make sure this lesson focuses on the 3 types of learning styles. This meets visual learners needs because they can see the word on the iPad screen. It also accommodates hands-on learners because they are getting to scan the QR codes to see the sight words and practice writing them out. Finally, it meets auditory learners needs because they will get to hear some of the words being said at the end of the lesson.

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).	☐ Formative /☐ Summative	I will walk around the classroom during the activity to make sure the students are following the directions.
	☐ Formative /☐ Summative	When they give me their paper at the end of the lesson, I will check to make sure they had the correct spelling of the sight words they scanned.

Research/Theory

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.**	Experts in the field argue that if students know the top 25 most common high-frequency words, they will be able to read at least 33% of the words that an adult would read in printed texts. Sigh words are very important for students to learn, especially if they are irregular, meaning they aren't as easy to sound out using phonics.

Lesson Reflection/Evaluation

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

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;
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