

Lesson Plan

Learning Segment Focus Coding Lesson 1 of 10

Course & topic addressed STEM Coding Date Oct.14 2020 Grade K

Student Outcomes

Specific learning objectives for this lesson.	Students will gain an understanding of extremely basic coding with ties to problem solving and critical thinking.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	The students have an understanding of technology that will be used for this assignment and an understanding of cardinality.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	This task is appropriate because it has no cultural or social bias.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	ETS1.A: Defining and Delimiting Engineering Problems <input type="checkbox"/> A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-ETS1-1) <input type="checkbox"/> Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-ETS1-1) <input type="checkbox"/> Before beginning to design a solution, it is important to clearly understand the problem. (K-ETS1-1)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Code, engineer,
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Academic Language Support

<p>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?</p> <p>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)?</p>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad and app: Code-a-pillar
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	iPads and app: Code-a-pillar

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	<p><u>Introduction:</u> Students open app and wait for instruction</p>	<p>Allowing students to get settled with iPads and wait for instructions</p>
30 minutes	<p><u>Instruction:</u></p> <p>Walk students through the first level of the app to gauge their understanding</p> <p>Allow students to progress at their own pace through the levels.</p> <p>Engage with students as necessary.</p>	<p>I will provide the students with instructions to get started with the app, walking them through it step by step for the first level.</p> <p>I will allow students to explore each level at their own pace.</p>
10 minutes	<p><u>Closure: Discuss the app</u></p>	<p>I want to ask the students if they liked they activity, what they liked about it, explain to them what they were doing in terms of coding. Allow them to access the apps for future center activities.</p>

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>Modifications would include possibly a version in a different language for an ESL learner.</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?</p>	<p>I would provide one on one instruction to those who need it and allow students to explore at their own pace.</p>
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(All students who are not on specific plans mandated by federal and state law.)	
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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

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 .	
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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&qI=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>;
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