

Lesson Plan

Learning Segment Focus: Coding using Coding Safari

Lesson: 1 of 1

Course & topic addressed: Simple Coding Date 10/13/20 **Grade** 1st

Student Outcomes

Specific learning objectives for this lesson.	The students will learn how to code simply, this is not a coding app that requires any typing or reading. The students will simply learn how to use different paths to create the correct path. This will be done using the app Coding Safari.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	If the students have not previously learned about coding, this is a simple and effective way to introduce them to the concept. If the students have learned about coding and how to understand the problems given then they should be able to grasp the game easily.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	The learning task is appropriate since students need to learn how to become fluent in technology and it will provide them with the ability to get from one place to another using coding. Such as crossing a bridge, turning right, turning left, ect..

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	CT.1.1.1- Demonstrate the following basic steps when problem solving: understanding the problem, and considering various strategies. CT 2.1.1- Demonstrate understanding of the relative positions of objects within a program (e.g., up, down, left, right, over, under, on top of, behind, in front of, to the left, to the right)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Make sure the students understand left and right.
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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 Academic Language Function(s) are learning and understanding how to code or to use coding to give directions. I plan to assist students by demonstrating how to play, and giving them explicit instructions on what to do. If any have questions or are stumped on a question then I will provide assistance to them. These address the Academic Language Demands because I will be talking to them, demonstrating for them, giving them explicit instruction, and explaining to them the correct steps needed to be taken.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad, ladybug or projector
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	iPad or iPhone
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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)
25 minutes	Introduction: I will start by showing them how to play and what the instructions are.	I will use a ladybug or projector to show the students my iPad screen on the board. I will then demonstrate how to use the game and what they should do while playing. I will give them their tasks (which are to fill in the gaps with the correct paths) and make sure they all understand.
	Instruction: <ul style="list-style-type: none"> Once I give the instructions and everyone understands I will let them get out the technology needed. Then they will play on the app and explore the characters. If any have questions or concerns I will be there for assistance. If any questions come up more than once I will address it with the whole class, if more than one child has the same question I am sure there are more than just them that are asking themselves that question. Once the 25 minutes are over I will have the students put up their technology and sit at their seats. 	They will then get their technology that is needed out and use it to play the app. Coding Safari is a simple coding app that allows the children to strategize, but it is not too difficult to where they would be puzzled on every question. If there are any questions that come up I will be walking around for assistance. I will be making sure that everyone is getting the hang of the content, and if there are some struggling then I will sit with them and help. If there is the same question from more than one student then I will answer it to the whole class, since I am sure those two or three students are not the only ones that have that question. Once I can see they can handle the content I will walk around and watch them play to see how well they do on the levels presented. Once the 25 minutes are done I will ask them all to put their electronics away and take a seat at their desks.
	Closure: I will ask them how they liked using the app, and if they enjoyed it or thought it was easy enough to understand.	Once they are all seated I will ask them how well they enjoyed playing the game. I will see how easy or hard it was for some, and see if it is a game they would like to play again.

Accommodations/Modifications

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.)	
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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 will give explicit instruction to the students, and tell them exactly how to play the game, and what to think about when playing the game.</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>	<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

<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>	
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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&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>;
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