

Lesson Plan TemplateLesson Segment Focus Upper and Lowercase Vowel eBookLesson 1 of 1Course & topic addressed Language Arts- Recognizing Uppercase and Lowercase LettersDate 10/24/18 Grade K**Student Outcomes**

Specific learning objectives for this lesson.	Students will identify upper and lowercase vowels.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have been learning to recognize uppercase and lowercase letters in the alphabet, in this lesson, the class will discuss uppercase and lowercase vowels.
Knowledge of students background (personal, cultural, or community assets)	n/a

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.	Reading Foundational Standards: Print Concepts RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.
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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?	Instructional supports that would be used is a review of which letters of the alphabet are vowels and a possible review of past lowercase and uppercase case letters the class has already learned. This will provide a reinforcement for the more advanced students and a review and additional practice for students at lower developmental levels.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Uppercase, Lowercase, Vowels
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Materials

Materials needed by teacher for this lesson.	Teacher will need a smart board and personal computer.
Materials needed by students for this lesson.	Students just need to be able to view the eBook on either a computer or smartboard.

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.
2 minutes	<u>Introduction:</u>	<p>During the introduction, I will remind the class that we have been discussing uppercase and lowercase letters, and ask things like; “Who remembers what an uppercase letter is?” Who can tell me what a lowercase letter is?”</p> <p>“Well, today class we will be discussing upper and lowercase vowels. We have talked about vowels before, does anyone remember which letters of the alphabet are the vowels?” After getting the class response, I will begin the lesson.</p>
15 minutes	<u>Instruction:</u>	<p>I will write every uppercase and lowercase vowel on the board and then point out what each letter is, for example “Class this is a lowercase “a” and this letter is the uppercase “A.” “If we are saying the word “a” in the middle of a sentence, like “I found a seashell”, it would be lowercase. If we are saying someone’s name, like “Ashley” the first letter of her name “A” would be and uppercase.”</p> <p>This instruction continues on until all upper and lowercase vowels are discussed.</p> <p>Once each vowel is discussed the teacher will give further instructions, “Boys and girls, now that you know what the lowercase and uppercase of each vowel letter looks like, I want you to get out a piece of your lined paper and practice writing each one of those letters, half a page of uppercase “A’s” and the other half of the page lowercase “a’s” and continue on until you have a full page of uppercase and lowercase practice for each one of the vowels we discussed. As everyone is practicing, I will call 2 or 3 students to my desk at a time to read an eBook about upper and lowercase vowels, this book asks questions about each letter.”</p> <p>As the whole class is practicing writing their lowercase and uppercase letters, I will call small groups to my computer, with their backs to the board, to go over the eBook for practice identifying upper and lowercase versions of each vowel letter.</p>

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	Closure:	<p>Once every student has had a turn with the eBook on the teacher's computer and everyone is finished practicing their letter writing, I will pull the eBook up on the smartboard so that the entire class can view it at the same time.</p> <p>As a review, I will go back through the eBook as a grand class conversation, this will allow students to answer all at the same time and it serves as a final reinforcement for recognizing upper and lowercase vowels.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>The instruction could be modified to meet the needs of many different students, I could print copies of the eBook for students who need additional practice on their own. I could give struggling students an extra turn at the computer with me to look over the eBook. I could move students closer to the board so they could see all the letters a little better. With some students, I may need to do all the reading and just have them answer questions.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>To make sure the needs of the more advanced students are met, during instruction, I could let them volunteer to write the uppercase versions of different vowels on the board instead of me doing it. I could also pair one of the more advanced students with struggling students to practice upper and lowercase vowels. For struggling students, I may have to review uppercase and lowercase vowels with them again one on one.</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

Identify theories or research that supports the approach you used.	
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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&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>