

Lesson Plan

Learning Segment Focus: Phonological Awareness

Lesson 1 of 1

Course & topic addressed: English Language Arts

Date: 11-10-2020

Grade: Kindergarten

Student Outcomes

| | |
|---|---|
| Specific learning objectives for this lesson. | Students will learn to count syllables in words. |
| Justify how learning tasks are appropriate using examples of students' prior academic learning . | Students will use their knowledge of counting. |
| Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets . | This will improve students personally because it gives them knowledge they can use 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). | <ul style="list-style-type: none"> - AR.Math.Content.K.CC.A.3 Read, write, and represent numerals from 0 to 20 - AR.Math.Content.K.CC.B.5 Count to answer “how many?” - RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) - RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words. |
|---|---|

Key Vocabulary

| | |
|---|--|
| What vocabulary terms/content specific terminology must be addressed for students to master the content? | <ul style="list-style-type: none"> - Syllables - Numbers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) |
|---|--|

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> | We will have a discussion over the vocabulary words and their meaning. |
|---|--|

Materials

| | |
|--|---|
| Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | <ul style="list-style-type: none"> - Computer - Projector |
|--|---|

| | |
|--|--|
| Materials needed by students for this lesson. (computers, journals, textbook, etc.) | <ul style="list-style-type: none"> - Pencil - Paper - Or Tablet |
|--|--|

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) |
|----------------|--|---|
| 10-15 minutes | <p><u>Introduction:</u></p> <ul style="list-style-type: none"> - Go over vocabulary - Go over assignment | I will ask the student if they know what a syllable is. Then I will tell them what a syllable is. We will refresh our knowledge of numbers by counting to 20. |
| 25-35 minutes | <p><u>Instruction:</u></p> <ul style="list-style-type: none"> - Pull up google sheets - Count syllables and document the answer - Go over the correct answer | I will help assist student in putting the number they want down. I will also go over the correct answer and count it out. |
| 10-15 minutes | <p><u>Closure:</u></p> <ul style="list-style-type: none"> - Go over vocabulary words - Go over skills we learned | We will discuss skills and vocabulary words we learned. |

Accommodations/Modifications

| | |
|--|---|
| <p>How might I modify instruction for:</p> <p><i>Remediation?</i></p> <p><i>Intervention?</i></p> <p><i>IEP/504?</i></p> <p><i>LEP/ESL?</i></p> <p>(All students who have plans mandated by federal and state law.)</p> | .I will have a teacher or peer help assist. |
|--|---|

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> | <ul style="list-style-type: none"> - I will have them count them - I will count them |
|--|--|

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 checked="" type="checkbox"/> Summative | Google form |
| | <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> | IDK |
|--|-----|

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> |
|---|--|

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>