

## Lesson Plan

**Learning Segment Focus:** Print Concepts      **Lesson 1 of 1**

**Course & topic addressed:** English Language Arts      **Date:** 12-7-2020      **Grade:** Kindergarten

### Student Outcomes

|   |   |
|---|---|
| Specific learning <b>objectives</b> for this lesson.  | Students will recognize and name all upper- and lower-case letters. |
| Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .                             | Students learned their ABC's in prior lessons.                      |
| Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> . | This task will help students learn how to properly write.           |

### State Academic Content Standards

|   |   |
|---|---|
| List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. |
|---|---|

### Key Vocabulary

|   |  |
|---|--|
| What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content? | <b>Upper-case</b><br><b>Lower-case</b> |
|---|--|

### Academic Language Support

|   |   |
|---|---|
| <p>What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p> | I will have a discussion about the vocabulary words and how they will help us learn the lesson. |
|---|---|

### Materials

|  |   |
|--|---|
| Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Upper case chart, lower case chart, pointing finger |
| Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)                                     | Upper case chart, lower case chart                  |

**Lesson Timeline with Instructional Strategies & Learning Tasks**

| Amount of Time | Teaching & Learning Activities<br>(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) |
|----------------|--|---|
| 5-10           | <u>Introduction:</u>   | We will have a class discussion about the vocabulary words and how they are different   |
| 15-20 min.     | <u>Instruction:</u>  | We will play the video and point at the upper case or lower case letter given.  |
| 5-10           | <u>Closure:</u>  | Question what the vocabulary words mean and give examples.  |

**Accommodations/Modifications**

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

**Differentiation**

|   |  |
|---|--|
| <p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b><br/>                 (All students who are not on specific plans mandated by federal and state law.)</p> | <p><b>With the help of the video students can choice between audio or visuals.</b></p> |
|---|--|

**Assessments: Formative and/or Summative**

|   |  |                 |
|---|--|-----------------|
| Describe the <b>tools/procedures</b> that will be | <input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative | Video questions |
|---|--|-----------------|

|   |  |      |
|---|--|------|
| 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 checked="" type="checkbox"/> Summative | Test |
|   | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative            |      |

**Research/Theory**

|  |     |
|--|-----|
| Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> . | IDK |
|--|-----|

**Lesson Reflection/Evaluation**

|   |                                       |
|---|---------------------------------------|
| What went <b>well</b> ?<br>What <b>changes</b> should be made?<br>How will I <b>use assessment data</b> for next steps? | <i>TO BE FILLED IN AFTER TEACHING</i> |
|---|---------------------------------------|

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>