

Lesson Plan

Learning Segment Focus: Reading/Literacy

Lesson 1 **of** 2

Course & topic addressed Order of the alphabet **Date:** 12/6/2020 **Grade:** Kindergarten

Student Outcomes

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| Specific learning objectives for this lesson. | Students will sing the Alphabet song from start to finish in order. Students will be able to place the Alphabet in order and write/identify capital and lowercase versions of the alphabet. (Video being used: https://www.youtube.com/watch?v=eegWzglBMh0) |
| Justify how learning tasks are appropriate using examples of students' prior academic learning. | Learning the alphabet is a core aspect of education. Kindergarten is some children's first form of education so it is important to cover the basics like alphabet in this grade, this ensures that all students are familiar and know the content before going forward to first grade. |
| Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets. | Learning the alphabet is a core aspect of education. The alphabet is the core component to English and literacy so it is a necessity to teach children the alphabet order and it is a necessity for children to be able to identify capital and lower case letters of the alphabet. |

State Academic Content Standards

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| List the state academic content standards 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. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the content? | Alphabet, order, capital, lowercase |
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Academic Language Support

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| 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) ? | I will have alphabet posters in my room with a photo that matches the letter, A and an Apple for example. I will have these posters in order and in large print to ensure the students are able to see and read the posters. |
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Materials

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| Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Smartboard, Computer, Internet access, printer to print worksheets |
| Materials needed by students for this lesson. (computers, journals, textbook, etc.) | Computer access (If class is online), Worksheet, pencil |

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) |
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| 5 Minutes | <p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Have the ABC Song pulled up on YouTube • Turn on smart board and prepare for the song • Tell students to stand up from their seats and get ready to sing and dance the ABC song, tell students to stay in their own bubble | <p>I will start by making sure the ABC Chant is pulled and ready on my computer with ads taken care of and out of the way. I will then boot up the smart board and get it ready before asking my students to stand up beside their chairs and prepare to sing the ABC Chant. I will explain to them that they are allowed to sing and dance but they must stay in their own bubble and they can't scream.</p> |
| 35-45 Minutes | <p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Turn on the ABC Chant (https://www.youtube.com/watch?v=eegWzglBMh0) • Allow students to sing and dance as the song plays, join in and sing and dance to the ABC Chant to encourage others to join in • Ask students if they enjoyed the ABC Chant • Go over the ABC's and the order by saying them in order together as a class without the song • Have students sit at their desks • Pass out Capital and Lower case Alphabet worksheet • Allow students to do the worksheet for 20 minutes, help students when needed • Walk around and encourage the students and complement their work | <p>I will turn on the ABC Chant and allow my students to sing and dance along to the song, I will join in and sing the Chant to encourage my shy students to participate. After the song I will ask if the children enjoyed the chant. We will then go back over the alphabet without the song to help us. We will sing the alphabet song in order as a class but slowed down to ensure everyone is joining in. After we finish singing the alphabet song again I will ask the students to sit at their desks while I pass out a worksheet on how to write Capital and Lowercase versions of the alphabet. I will let students work on this worksheet for 25 minutes and I will walk around the class and encourage students and offer help when needed.</p> |
| 15 Minutes | <p><u>Closure:</u></p> <ul style="list-style-type: none"> • Tell Students to pack the worksheet up in their bags and finish it at home tonight and bring it back to turn in tomorrow morning. • Clean up area and prepare for next lesson | <p>After the 25 minutes have passed I will tell my students to put their worksheets away in their backpacks and finish it at home tonight and bring it back</p> |

| 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) |
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| | | tomorrow morning to turn in. We will clean up the classroom as a class and sit in our seats and prepare for the next lesson. |

Accommodations/Modifications

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| <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> | . |
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Differentiation

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| <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> | |
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Assessments: Formative and/or Summative

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| <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

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| <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

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| <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.

Updated 12-17-19 NLC

*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>;
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