

Lesson Plan

Learning Segment Focus: Learning the alphabet and put words together Lesson 1 of 3

Course & topic addressed: Recognize and naming the letters of the alphabet Date: 10/13/2020

Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will name and recognize capital and lowercase letters of the alphabet. Students will learn the sounds these letters make and learn how to put letters together to create words. Duolingo ABC will be used to help teach these objectives.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Most kindergarten children should have some knowledge of the alphabet but normally they will not know all of it or understand it in full. Most elementary children can not read so they do not understand the sounds that letters make or how to put the letters together to form sentences.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Everyone needs to know the alphabet and they must know the sounds these letters make and how to put letters together to create words in order to be successful in the net grades they go into. Writing and phonemic skills are very important to learn and the earlier a student begins to learn these the better.

State Academic Content Standards

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

What vocabulary terms/content specific terminology must be addressed for students to master the content?	
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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>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Paper, Pencils, tablet, Duolingo ABC, headphones
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Paper, Pencils, tablet, Duolingo ABC, headphones, desk and chair

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)
5 minuets	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Make sure all students are at their desks with a tablet, pencil and paper • Tell the students not to touch or play with the tablet until I give them permission. • Tell students we will be going over the alphabet • Ask if anyone knows any of the alphabet 	<p>I will first ask the students to quietly go to their assigned seats after they pick up a tablet to use later in the lesson. Once they get to their seat they need to get a pencil and paper out and sit quietly. I will tell the students not to touch the tablets until they are given permission by me, have them set the tablets at the corner of the desks to make sure they will not play on it as a teach. I will tell the students that we are going over the alphabet and the alphabets capital and lowercase forms. I will ask my students if anyone knows the alphabet and see where some of my students are by asking for volunteers to say identify some of the alphabet.</p>
30 minuets (Not including time to set technology up)	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Go over the alphabet and the lower case and capital forms • Have students practice writing the alphabet on paper • Go around and look at students work, help them when needed • After 10 minuets we will switch to Duolingo ABC and continue with the alphabet lesson on the app • Make sure students have a tablet and Duolingo ABC is open and ready to use • Help students who might be having technological issues • Have students so lessons on letters on Duolingo ABC for 20 minuets • Move back to the board and go over them as a class for the final time today. • Spend 10 minuets going over the alphabet for a final time and have students write the alphabet on a separate sheet of paper that they will turn in • Lesson 2 will focus on sounds the alphabet make and how to put the letters together to create words, we will still use Duolingo ABC on this lesson 	<p>I will go over the alphabet and the lower and capital letter forms as a class. The students will practice writing the alphabet in both capital and lower case letters on their paper with pencils. I will walk around the class and look at students work while they do this and help where I am needed. Next we will switch to Duolingo ABC to continue learning about the alphabet. I will go around and make sure all students have a tablet and that the tablets are charged, working, and have Duolingo ABC up and running. I will help any student that may have technological issues before the lesson begins. Students will spend the next 20 minuets on Duolingo ABC which also focuses on the alphabet. After 20 minuets I will move back to the front of the room and tell them that is all the time we have today for Duolingo ABC. I will again briefly go over the Alphabet and ask for them to practice writing them again on a separate sheet of paper that will be turned into me.</p>

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5 minuets	<p>Closure:</p> <ul style="list-style-type: none"> • Have students sign their papers and collect them to look over to get an idea of how the class is doing • Make sure all technology is turned off and put back in its charging spot. 	After the final lesson I will tell the students to sign their names on the papers and pass them to the front, I will evaluate these papers later that day to see where the class is on this lesson. Next I will have the students put the tablets back in the charging spot, they will go one table group at a time.

Accommodations/Modifications

<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

<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

<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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