

Name _____ Chaquinn Strickland _____

Lesson Plan Template

Lesson Segment Focus _____ Phonics and Word recognition Lesson _____ 9 _____ of _____ 12 _____

Course & topic addressed _____ English- Syllable types _____ Date _____ 11/09/19 _____
Grade _____ 4th _____

Student Outcomes

Specific learning objectives for this lesson.	Students should be able to recognize the 6 different types of syllables.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Learning how to segment and listen for phonemes.
Knowledge of students background (personal, cultural, or community assets)	Extra help for English language learners.

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.	RF. 4.3.E Decode words that follow the six syllable types. <ul style="list-style-type: none">• Closed syllables• Open syllables• Vowel-constant-e• Vowel teams• Consonant -le
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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?	Students must already know how to syllabicate words. Reviews syllables to make sure they grasp this concept.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Closed, open, syllables, vowel, consonant
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Materials

Materials needed by teacher for this lesson.	PowerPoint
Materials needed by students for this lesson.	PowerPoint

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.
15 min	<u>Introduction:</u> Review	We will go over the syllables of words that have 2 syllables.
30 min	<u>Instruction:</u> Talk about the different types of syllables	She will explain and review the different types of syllables and express to the students that they will play a game for review. The game will be on Power point and the students will choose a word and determine what kind of syllable type it is.

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.
15 min	Closure: Closing out the activity	Have students write down five of the words that they think can be more than one kind.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Lesser syllables and fewer words for students with learning disabilities. Students with glasses sit closer to the smartboard.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This lesson alone provides variation versus verbal and traditional pencil and paper review.
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Assessments: Formative and/or Summative

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).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Exit slip: students find the kinds for like 3-5 words before they leave for pull out.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Quick quiz over the kinds of syllables.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Test over the whole exam of syllables.

Research/Theory

Identify theories or research that supports the approach you used.	Research shows children learn by seeing and doing. This is a perfect example for that.
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next	<i>It went well. I should have added more words so the students could really get more practice, but other than that I think the children enjoyed this activity. For assessment, I will survey students on how they felt anonymously.</i>
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steps?	
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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>;
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