

Name Ellie Busby

Lesson Plan Template

Lesson Segment Focus Knowledge of Language

Lesson 3 of 6

Course & topic addressed Choosing words and phrases to convey ideas

Date 11/13/19 Grade 4

Student Outcomes

Specific learning objectives for this lesson.	Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Spell grade-appropriate words correctly, consulting references as needed, including frequently confused words (e.g., to, too, two; there, their).
Knowledge of students background (personal, cultural, or community assets)	Using adjectives within sentences to form prepositional phrases.

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.	L.4.3.A Choose words and phrases to convey ideas precisely. Choose punctuation for effect. -Choose synonyms -Which sentence has the same meaning? -Describe the difference between related words -Is the sentence declarative, interrogative, imperative, or exclamatory?
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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?	TTW use a PowerPoint presentation to assist students and better help them understand key academic language. TTW use past lessons taught on adjectives, to help students grasp the concept of synonyms.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Synonym, Declarative, Interrogative, Imperative, Exclamatory
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Materials

Materials needed by teacher for this lesson.	PowerPoint created by teacher.
Materials needed by students for this lesson.	N/A

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.
5 mins	Introduction:	TTW inform students that they will describe the difference between related words, identify different sentence structures, and establish proper synonyms.
20 mins	Instruction:	<p>TSW play a drill and practice game using an interactive PowerPoint created by the teacher.</p> <p>This activity will help broaden student's knowledge on choosing appropriate words to convey precise ideas.</p> <p>TSW gain much knowledge on why synonyms are used in the English language.</p>
5 mins	Closure:	TTW tell the students that synonyms are used throughout the English language and are used to make writing more effective and precise.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	
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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 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

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

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