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Lesson Plan Template

Lesson Segment Focus Review of Basic Information

Lesson 1 of 1

Course & topic addressed Science/Math/History/English

Date 10/24/18 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	To assess students understanding of basic topics and see where their learning levels on different subjects.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will need to know how to skip count, identify parts of a book, and identify where things live.
Knowledge of students background (personal, cultural, or community assets)	Some students might call where things live different things depending on their dialects

State Academic Content Standards

<p>List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.</p>	<p>C.2.2.1</p> <ul style="list-style-type: none"> • Explain the significance of state and national symbols, patriotic songs, and mottos <p>AR.Math.Content.2.NBT.A.2</p> <ul style="list-style-type: none"> • Count within 1000 • Skip-count by 5s, 10s, and 100s beginning at zero <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> • Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1) • Different properties are suited to different purposes. (2-PS1-2, 2-PS1-3) • A great variety of objects can be built up from a small set of pieces. <p>RI.2.5</p> <ul style="list-style-type: none"> • Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
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Academic Language Support

<p>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?</p>	<p>I might reword some questions to help students understand at their level. I have a range of questions from easy to hard, so all students can participate and have fun.</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p>Skip Counting Author Solid Liquid Gas Symbol</p>
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Materials

<p>Materials needed by teacher for this lesson.</p>	<p>Jeopardy Powerpoint Dry erase markers and boards Paper Towels Assigned Groups</p>
<p>Materials needed by students for this lesson.</p>	<p>To be ready to learn</p>

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.
3-5 Minutes	<u>Introduction:</u>	Go over past information and refresh their minds over what some topics are so they are ready to go.
40 Minutes	<u>Instruction:</u>	<ol style="list-style-type: none"> 1. Divide students into six groups of four 2. Each gets a dry erase marker, board and paper towel

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.
		3. Begin by having students pick a number between 1-10 and determine the order 4. Have students start playing the jeopardy game This will go on until all questions are answered and we have the bonus round
5 minutes	<u>Closure:</u>	Ask students follow up questions for the students

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	. Have students sit up closer and have all types of questions for students at all levels. Reword questions to help students understand better.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Use kinesthetic, visual and auditory methods to ask questions and have students answer.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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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	

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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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:EsQcNWuG1ZcJ: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>