

Lesson Plan Template

Learning Segment Focus: Sentences

Lesson: 1 of 1

Topic: Grammar

Date: 4/27/21

Grade: First Grade

Student Outcomes

<p>Specific learning objectives for this lesson.</p>	<p>Students will be introduced to the different types of sentences and their meanings. Students will do an individual practice activity where they will practice differentiating between the different types of sentences. Students will play with the OSMO kit. Students will share what they learned.</p>
<p>Justify how learning tasks are appropriate using examples of students' prior academic learning.</p>	<p>Students will only have prior knowledge from former teachers and from parents. This will be an introductory lesson.</p>
<p>Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.</p>	<p>I can allow sentences that are practiced being informational and allow discussion to arise about community, culture, and experiments for the students. This can be a lesson within itself.</p>

State Academic Content Standards

<p>List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).</p>	<p>L.1.2.B Use end punctuation for sentences. L.1.2.A Capitalize the first word in sentences, the pronoun I, dates, and names of people.</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the content?</p>	<p>Declarative Interrogative Exclamatory Sentence Punctuation Period Exclamation Point Question Mark</p>
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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>	<p>These key vocabulary terms will be taught thoroughly throughout the entire lesson. They will be taught auditorily, through sight, and through doing it. I will talk through these words with them, write them, provide examples, and allow them practice with them as well. These vocabulary terms allow students to hear the word and put them in to practice. All Language demands are supported.</p>
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Materials

<p>Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Rolling Cart w/ Note pad Markers OSMO Kit Exit Slip on Google Forms</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Punctuation Interactive Worksheet Pencil</p>

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)
<p>15 minutes</p>	<p>Introduction:</p> <ul style="list-style-type: none"> - Introduce punctuation and different types of sentences 	<p>All students will be at the carpet while I write all the types of sentences on the board: Declarative, Exclamatory, Interrogative. Then I will ask if anyone knows what these words mean. (This will be an introduction, so more than likely they will not know.) I will write 1 of each type of sentence and as a few questions.</p> <ul style="list-style-type: none"> - “What is the difference between all of these sentences?” - “Is the person asking a question or stating a fact in this one?” <p>I will get their minds rolling. Then, I will highlight all the end punctuation marks (period, question mark, explanation mark)</p>

		<p>and show them what makes each sentence which.</p> <p>Then, I will write 3 more on the board and see if they can tell me which is which.</p>
<p>1 hour</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> - Sentence worksheet - OSMO Early Literacy Starter Kit 	<p>Next, I will direct them to their seats where they will do individual practice. This will allow them to really think for themselves. I will provide them with a worksheet that allows them to choose the right punctuation for sentences, match the write punctuation to the right sentence, and end the sentence with the right punctuation.</p> <p>I will be walking around to see if anyone needs my assistance. Once everyone is finished with their worksheet, we will move to an interactive activity!</p> <p>The students are familiar with OSMOS, but not this exact kit. I will introduce them to the Early Literacy Bundle. In this bundle, they will be able to practice:</p> <ul style="list-style-type: none"> - Letter Recognition - Vocabulary skills - Construction of sentences - Phonics - Creativity - Imagination - Developmental Skills <p>And so much more!</p> <p>To understand sentences and their punctuation they will need to understand the basics of sentences themselves.</p> <p>The entire class will have a chance to play on the new OSMO kit.</p>
<p>10 minutes</p>	<p><u>Closure:</u></p> <ul style="list-style-type: none"> - Exit Slip Questions 	<p>Lastly, they will be required to fill out an Exit Slip through Google Forms. They will write down one thing that they learned about punctuation, and one thing they learned on OSMO, and one thing they did</p>

		not understand and turn it in to me at the end of the lesson.
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Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>OSMO Early Literacy Bundle is a tool that I will purchase before this lesson. This is a GREAT incorporation of technology in the fact that it allows students to explore, create, examine, practice and do so much more. This aligns perfectly with the objective because it allows students to play games and practice those much-needed literacy skills. If children do not understand words, phrases, and phonemes, they will not be able to correctly construct a sentence and provide it with its best form of punctuation. This will enhance the lesson in many ways.</p> <p>Google Forms is a great tool to provide students with an exit slip in a different form than paper. I will never be able to lose an exit slip and will always be able to look back at that data. It also allows students to be exposed more to technology. This will allow me as a teacher to see where they are at, what they learned, and what I need to change next time.</p> <p>These two pieces of technology work so well together to create a productive, enhanced lesson.</p>
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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>	<p>Considering I do not know what specific IEP’s I might have; I do not know how I will specifically accommodate my students or modify this lesson.</p> <p>However, if a child has a learning disability, I could allow someone, or myself to assist them as they navigate through the activity.</p> <p>I could allow them to sit closer to the board if they cannot see as we examine the different types of sentences.</p> <p>I can make sure that every child always understands what we are learning and has instructions in front of them.</p> <p>I could provide extra time and assistance for struggling students.</p>
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	If a child simply did not feel comfortable, I can help them or change their lesson however needed.
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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>	<p>I will provide explicit instructions, allow my students to be provided with assistance, allow my students to take notes and highlight key points of the lesson, and allow them to be involved in the lesson so that they are hands on practicing as they go.</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	<p>The Google Form Exit slip will allow me to see what the children learned, and what confused them. This will give me insight on who I need to spend extra time with and what I need to do next in the next lesson.</p>
	<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>	<p>I will build up to this lesson by allowing my students to understand phonics and the meaning of words before I introduce sentence structure to them. Research shows that in order for students to understand the structure of a sentence they need to be able to comprehend that sentence as well as every word and sound that is in that sentence.</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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