

Lesson Plan Template

Lesson Segment Focus: Phonics Lesson 1 of 6

Course & topic addressed: English Language Arts Date: 11/13/18 Grade: K

Student Outcomes

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| Specific learning objectives for this lesson. | Students will be able to sound out words and read a short book. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | We will know the sounds of most letters by now. |
| Knowledge of students background (personal, cultural, or community assets) | We will go over all the steps so no student should be left behind. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. |
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Academic Language Support

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| <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> | Students will work in small groups (centers) watching and interacting with the iMovie phonics video. They will have their own cut outs and will play along with the video. After the time is up, they will rotate and the next group will start the video. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Letter, Sounds, Hear |
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Materials

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| Materials needed by teacher for this lesson. | Videos, Cut outs, Finger Tracers |
| Materials needed by students for this lesson. | iPad |

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 | <u>Introduction:</u> | We will review what letter sounds we will be going over today. Remembering that we are talking about the sounds and what we hear, not the letter and what we see. |
| 30 | <u>Instruction:</u> | Each child will go into their group and the Language Arts group will start their iMovie video. I will be at the language arts table watching the students play along with the video and take note on their participation. |
| 5 | <u>Closure:</u> | We will finish the lesson by reading a bigger version of their small book together. |

| 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. |
|----------------|--------------------------------|--|
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Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | I will make any accommodations and modifications needed. |
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Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I will teach using all of the learning styles. They will listen to the video, follow along, trace the letters and move the letters around. |
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Assessments: Formative and/or Summative

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| 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

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

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| 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: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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