

## Lesson Plan Template

### Lesson Segment Focus: Adjectives and Adverbs

Course & topic addressed: English Language Arts      Date 10/18/18      Grade 3

### Student Outcomes

Specific learning objectives for this lesson.	<b>Students will be able to identify adjectives and adverbs in a sentence and will know how to properly use them.</b>
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	<b>The students will have background knowledge of nouns and verbs</b>
Knowledge of students background (personal, cultural, or community assets)	<b>The students will make a connection with adjectives and adverbs from every day conversations</b>

### 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.	<b>L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.</b>
--	--

### 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?	<b>The students will work in whole groups first, then in small groups, then individually for them to have plenty of practice and for me to properly assess their understanding.</b>
--	---

### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Nouns, Adverbs, Adjectives, Verbs</b>
---	--

## Materials

Materials needed by teacher for <b>this lesson.</b>	Google slides, worksheets, adjective and adverb song
Materials needed by students for <b>this lesson.</b>	Pencils, paper, word notebook

## 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	<b><u>Introduction:</u></b>	<b>I will start the lesson off by asking who can remember what a noun and a verb is. Then I will play the adjectives and adverbs song.</b>
40	<b><u>Instruction:</u></b>	<b>I will pull the google slides up, so we can fill it out together as a class. We will come up with words together and make sentences. The students will then get their word notebooks out and add some of the words we came up with to it. They will then write 2 paragraphs using some of those words. We will have peer review over the paragraphs and then have some share their writings.</b>
5	<b><u>Closure:</u></b>	<b>I will play the song again if the children wish and they can get up and dance around to get wiggles out</b>

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	<b>I will make any accommodations and modifications needed.</b>
--	---

**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I will be sure to teach using all the learning styles, so I can reach every student.</b>
--	---

**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.	
--	--

**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>
---	---------------------------------------

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>;  
<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>