

Name Hannah Bridger

Lesson Plan

Learning Segment Focus Nouns Lesson
1 of 1

Course & topic addressed Learning and finding nouns
 Date 12.7.2020 Grade 1

Student Outcomes

Specific learning objectives for this lesson.	Describe characters, settings, and major events in a story, using key details.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	This will help the students to learn details but also learn and be able to find and describe the nouns in a passage.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	This will help all students learn the meaning of a noun, how people are a noun, and that they can take this with them in their daily lives.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	CCSS.ELA-LITERACY.RL.1.3
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Characters, Settings
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Academic Language Support

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? 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) ?	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer and reading materials
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	iPads, handouts I gave them, writing utensil

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)
15min	<p><u>Introduction:</u> Introduce nouns and the meanings of them</p>	<p>I will start with a warm up. We will name objects around the room in order to get them familiar with looking at something and familiarizing it.</p>
30-35min	<p><u>Instruction:</u></p> <p>Give hand-outs</p> <p>Pull up my Integrated Movie</p> <p>Have the students get out their iPads</p>	<p>The Movie that I made will prompt the students to do exactly what they need for this lesson. We might stop/pause to go over what is in the movie but it is pretty age based and they will understand the concept.</p> <p>What's a Noun?</p> <p>Noun: A noun is a Personal Place or Thing.</p> <p>8 pics – Write down what each item in the square is. Person? Place? Thing?</p> <p>Passage given – Identify by circling the nouns in the passage. (Students will receive a printed version of the passage)</p> <p>4 Items are given, and the students are asked to create/form a sentence or story with these 4 nouns in it.</p> <p>Noun Facts: A noun is something that actually exists. It is used to identify classes of people, places, or things.</p> <p>Review with words</p> <p>Now you are a noun professional! Lets see if you can take this small test about nouns. I will then provide a small kahoot for the students to participate with their own individual iPads.</p>

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10	<p>Closure: Kahoot Quiz</p>	Students will take quiz on kahoot from their iPads over they they learned.

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>	
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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>	
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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	
	<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>	
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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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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

Updated 12-17-19 NLC

*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>;
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