

Name Hannah Cunningham

Lesson Plan Template

Lesson Segment Focus Conventions of Standard English

Lesson Review of Parts of Speech

Course & topic addressed ELA Parts of Speech

Date _____ Grade 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will review and reinforce their understanding of the parts of speech.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will use the knowledge gained through the past five lessons over each part of speech to inform their responses for today's review of the parts of speech.
Knowledge of students background (personal, cultural, or community assets)	Students can relate personal experiences, real-life examples, and knowledge for examples of the parts of speech.

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.	L.5.1.A: Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.
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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?	I will have a word wall with all the key vocabulary. This can include visuals, examples, and definitions.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Adjective, Noun, Verb, Prepositions, Pronoun
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Materials

Materials needed by teacher for this lesson.	<p>Access to computer Poster for each part of speech Markers Smartboard Kahoot! App List of Key vocabulary, their definitions, and examples on word wall Handouts for students</p>
Materials needed by students for this lesson.	<p>Their notes, study guide, chromebook or iPad for Kahoot! App. Handouts</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.
20 minutes	<p>Introduction: Review the Parts of speech on the word wall</p>	<p>Day One: I will welcome the class and instruct them to settle down and get ready for review. Next, I will walk to the word wall and go over each part of speech one at a time. Then I will tell the students to turn to a partner and describe at least one part of speech by using an example. As the students talk, I will remove the definition and examples from the word wall, leaving only the key vocabulary. After two minutes of peer talking, I will bring the class back together. I will ask for 10 volunteers. These students will sift through the definitions and examples and place them with the right part of speech.</p> <p>Day Two: I will show the students the word wall again with the addition of our class definition or clue for each part of speech to make their learning from the previous day meaningful.</p>
Day One: 55 Minutes	<p>Instruction: Use Inductive Reasoning to review.</p>	<p>Day One: I will present students with one poster at a time, each containing a part of speech. The class will brainstorm and relay their thoughts, examples, and ideas pertaining to each part of speech, and I will record their responses. We will then examine the examples, ideas and thoughts about each part of speech and come up with categories to sort the information. After we sort all the items on the poster we will develop our own definition or generalization of each part of speech. I will write this statement on the bottom of the poster in big letters. I will assess students informally by pointing to each poster and asking for a thumbs up/thumbs down/ thumbs sideways response.</p>

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.
Day Two: 45 minutes	Use Direct Instruction Guided Practice with Feedback to review.	Day Two: I will have sentences written on the board. I will hand each student a handout with the same sentences. I will ask the students to help me identify each word in the sentence by what part of speech it is. As a class, we will identify each word in the sentence by using labels, circles, rectangles and underlining. I will provide feedback and reinforcement when wrong answers are called out. I will also praise students with feedback when they are right.
Day Two: 30 minutes	Closure: Independent Practice with feedback Bring up Kahoot	Day Two: To wrap up the lesson, I will have students grab an iPad and get on Kahoot. On Kahoot, they will practice identifying parts of speech in sentences, by examples, and by definitions. When viewing the results, I would give feedback to the class in the form of explaining why the answer was correct. When 10 minutes remains in class, students will return the devices. I will pass out an exit slip with sentences in which I ask for a certain part of speech. I will provide feedback on this slip and return it the next class period.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For ELL, I would provide visuals of each part of speech along with the part of speech in English and their native language. For students who need more support, I could have additional notes and resources available for them.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I incorporated many types of review to account for different learners. The word wall, guided practice, and independent practice would benefit different kinds of learners.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Thumbs Check
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Exit Slip
	<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: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>