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## Lesson Plan Template

Lesson Segment Focus Reviewing the Use of Language Lesson \_\_\_\_\_ of \_\_\_\_\_  
Course & topic addressed Language Use Unit Review Date \_\_\_\_\_ Grade 5<sup>th</sup> ELA

### Student Outcomes

Specific learning objectives for this lesson.	Students will use their new knowledge to answer questions. Students will recall knowledge relating to Language Use. Students will practice identifying parts of speech, figurative language, sentence structures, punctuation, and other language attributes.
Describe the connection to previous lessons.	The students will use their knowledge learned from past lessons on Language to answer the questions. This jeopardy game should help students recall the lessons in the unit.
Knowledge of students background (personal, cultural, linguistic, or community assets)	Students have practiced and focused their writing after each lesson on each specific topic. Students have used language in different ways in their everyday lives. Students know how to talk using language in a variety of ways.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>L.5.1.A</b> Taught in Grade 3 and should be reinforced as needed. <b>L.3.1.A</b> Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences. <b>L.5.1.H</b> Produce complex sentences using dependent clauses and subordinating conjunctions. <b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<b>Noun, Adjective, Verb, Adverb, Metaphor, Simile, Hyperbole, Cliché, Simple Sentence, Compound Sentence, Complex Sentence, Compound-Complex Sentence, Pronoun, Personification, Quotation Marks, Conjunctions, Question Mark, Imperative Sentence, Conclusion</b>
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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? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	Vocabulary will be enforced by playing a jeopardy game.  All vocabulary will be located on a word wall. Students will also have access to their vocabulary notebooks.
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**Materials**

Materials needed by teacher for <b>this lesson</b> . (such as books, writing materials, computers, models, colored paper, etc.)	Jeopardy Game, Board, Computer
Materials needed by students for <b>this lesson</b> . (computers, journals, textbook, etc.)	Vocabulary Notebooks, Pencil, Paper

**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.
	<u>Introduction:</u>	<p>When students walk into class, they will complete a bell ringer assignment. This assignment will be: Write two questions you have about any of the material we have covered in this unit. The categories are Parts of Speech, Figurative Language, Types of Sentences, and Punctuation.</p> <p>I will collect these questions in a hat after students have handed them in.</p>
	<u>Instruction:</u>	<p>I will begin instruction by explaining to the students that we will review the material of the unit. I will then proceed to pull out questions from the hat and answer them. I will review material from the past lessons as needed.</p> <p>I will then briefly go over the main topics of each category. I will name all the parts of speech and ask for students to define them. I will do the same with some figures of speech, types of sentences, and punctuation.</p> <p>I will then group my students into three teams. I will explain to the students that we are going to play jeopardy to review the material from the unit again. I will explain that answers in jeopardy should be given in the format “What is _____?” I will explain that the slide gives a definition or example and it is the student’s job to relate it to a vocabulary term. I will give the students 6 minutes to meet with their team. During this period, I will encourage students to review their vocabulary notebooks for definitions and examples of the topics. I will also have students develop an order based on their height. Students will arrange themselves from shortest to tallest and take turns in that order. Three students will go at one time. Students will rotate each question, regardless if they got to answer or not.</p> <p>I will then start the PowerPoint game. Students will answer and teams will keep up with their scores. The team with the highest score gets</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.
		pencils and erasers. The other teams get erasers.
	<b>Closure:</b>	After playing the game, students will fill out a self assessment. The students will answer the questions: On a scale from 1 to 10, how familiar am I with the content from the review today? Was I a good teammate? What are the topics I am still struggling with? I will use these assessments to inform my instruction for the next day. It will also help me develop a unit test.

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.Grouping the students into teams will help lower level students. I will be sure to place a higher level student with lower level students.  I can also call a small group during bellwork time to address the questions of lower level learners directly. This will help prepare them for the lesson.
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### Differentiation:

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?	<b>I will use the groups to help support students who need more support. I also will meet with students in small groups or one-on-one as needed. I can also provide a lot of feedback during the game to help reinforce concepts.</b>
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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	The questions students turn in for bellwork will help me assess where my students are before the review.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The self assessment will help inform my instruction based on what the students still have trouble with after the review.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

### Research/Theory

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	
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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>;  
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