**Name: Heather Smith**

**Lesson Plan Template**

**Lesson Segment Focus: Kahoot Spelling Words Lesson \_\_\_\_\_\_\_\_\_\_\_\_of\_\_\_\_\_\_\_\_\_\_\_\_**

**Course & topic addressed: Distinguishing between sounds Date: 10/2/2019 Grade: K**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will be reviewing sight words, phonics, and syllables. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | This lesson would pertain to the weeks sight words, reviewing syllables and random phonics. |
| Knowledge of students background (personal, cultural, or community assets) |  |

**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. | **RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap,**  **cup, cop; him, hip, hit).** |

**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? | Using Kahoot would be a fun and exciting way to review the weeks work so this would be a Friday lesson. In the beginning of the week we would use pictures along with our sight words to help the student remember what the word is. However, if a student needed addition help with there sight words we could leave pictures. For advanced learners, I do not think they will get bored so I would not play for anything special. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Syllables, sight words, phonics. |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Technology to lead kahoot |
| Materials needed by students for **this lesson**. | Classroom set for students to use for kahoot. Red bird words flash cards. |

**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.** |
| --- | --- | --- |
| 10 minutes | **Introduction**: I would allow the students to pair with a partner to review their red bird words. | During this time, I would be going around listening in to the groups reviewing their words. I would also be placing iPads on students’ desk. |
| 20 minutes | Instruction: The students will be sitting in their seats and waiting for instructions on how to sign into kahoot and connect to the class.  They will then be using kahoot to answer basic questions concerning red bird words and syllables. | I will be leading brainPOP while walking around the room. I will be advising struggling students and watching for confusion within the lesson to see where we need to focus more. |
| 10 minutes | **Closure: Ask questions and review** | I will be answer questions and going over key concepts that I want them to take away. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | .(try) |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | (try) |

**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). | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

|  |  |
| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

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| --- | --- |
| What went well?  What changes should be made?  How will I use assessment data for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>