

Lesson Plan

Learning Segment Focus Reading Lesson 123 of 160
Course & topic addressed ELA Date 12-2-2020 **Grade** 1st

Student Outcomes

Specific learning objectives for this lesson.	To practice reading
Justify how learning tasks are appropriate using examples of students' prior academic learning .	They would have knowledge on how to read, this activity would be to build those skills.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	If we have non English speaking students this will help them build the skills.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RL.1.10- With prompting and support, read prose and poetry of appropriate complexity for Grade 1.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	N/A- it depends on the book the child chooses.
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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.)	Loom computer and speaker
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computer and loom

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)
1-2 min	<u>Introduction:</u> - <u>Introduce book</u> - <u>Why do you like it</u>	The students will introduce the book they are going to read and why they like it
3-10 mins	<u>Instruction:</u> - Read the book as they record themselves	The student will read the book and record themselves.
1-2 mins	<u>Closure:</u> The student will close the book and tell me something they enjoy about reading	

Accommodations/Modifications

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.)	.If a student can not record themselves or need help we can do it face to face instead of record.
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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? (All students who are not on specific plans mandated by federal and state law.)	After they send in their video I will watch it and we can talk about it in private on what they need to work on and what I can do as the teacher to help them.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students'	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	

learning of the lesson objective(s) (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	
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Research/Theory

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 .	The more you read the better at it you will get. Children need early exposure to reading and this will get their feet wet with it.
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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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