



Name Hannah Steinman

Lesson Plan

Learning Segment Focus- Vowels Lesson 6 of 160

Course & topic addressed Language Arts Date August 28,2020 Grade- 1st

Student Outcomes

Specific learning objectives for this lesson.	Learning the vowels and words that coordinate.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students must know their ABC's and know simple words.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	This will help develop their language skills for them to read, speak and write.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RF.K.3.B -Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types (e.g., open-go, closed-got).
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Vowels, A, E, I, O, U.
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Academic Language Support

<p>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?</p> <p>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)?</p>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Books, flash cards, PowerPoints and manipulatives.
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Books, flash cards, handouts, white boards, magnetic letters manipulatives.
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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)
2-5 mins	Introduction: Have the students ask question about what we will be learning, get comfortable with the materials and prepare for class.	As the teacher, I will explain what they will be learning and the materials they will be using. I will ask if they have any questions they want answered in the lesson.
15-25 mins	Instruction: <ul style="list-style-type: none"> - Review PowerPoint - Students will ask questions - Fill out handout - Play around with manipulatives to help answer questions 	As the teacher, I will walk around answering questions. Slowly review the corresponding PowerPoint and help them with their handouts. I will go around to each student and help with the problems.
2-5 mins	Closure: Have the students ask questions. Have them put away materials and have a discussion.	As the teacher, I will assess with a closing discussion to see if they understood the lesson.

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.)	.For accommodations I would put students in groups or work with them one on one. I would start by seeing how the student does in a general classroom session and if they seem to struggling I will assess the situation and figure out the best way to make sure they are getting the best education I can provide.
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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>	<p>I would have different manipulatives and materials for the students to use during the lesson. Flash cards, books, handouts, PowerPoints, white boards and even magnetic letters.</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 checked="" type="checkbox"/> Summative	<p>End of lesson discussion</p>
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	<p>Visual assessment as I teach</p>
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>End of lesson test</p>

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>	<p>If you have several different materials for the students to use during the lesson and you use them to their full potential children are more likely to understand. Children like to be hands on and I would incorporate that as much as possible in this lesson.</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.

*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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