

Name Jadyn Brown

Lesson Plan Template

Lesson Segment Focus Code Karts Lesson 1 of 3

Course & topic addressed Coding pattern and objects Date 12/09/2019 Grade Kindergarten

Student Outcomes

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| Specific learning objectives for this lesson. | Students will be able to code a puzzle by playing a coding game. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students must already know what left, right, up, and down mean and which way is which. |
| Knowledge of students background (personal, cultural, or community assets) | Some students might not know the difference between left, right, up, and down, so I will take more time with them. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | CT.2.K.1- Discuss the relative positions of objects within a program (e.g., up, down , left, right, over, under, on top of, behind, in front of, to the left, to the right. |
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Academic Language Support

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| 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 posters around my classroom with the vocab on them so that they are familiar with them and learn them. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Coding |
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Materials

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| Materials needed by teacher for this lesson. | iPads for each student with Code Karts downloaded on them. Smartboard Worksheets |
| Materials needed by students for this lesson. | iPad Worksheet Crayons Pencil |

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 Min | <u>Introduction:</u> | I will first go over coding with my students and describe to them what it is. I will then show them a short song about coding. After that, I will tell my students that today we will be coding on the iPads with a program called Code Karts. |
| 35 Minutes | <u>Instruction:</u> | I will pass out iPads to all of my students and I will hook mine up to the smartboard so that they are able to watch me do it first. I will show them how to get to the app. Once they get to the Code Karts app, I will tell them to look up and look at me. I will play the game first and show them what they will be doing and explaining to them how this is coding. Once I have showed them a couple of times, I will let them play the game. I will walk around the room to see if they are understanding and enjoying the coding game. Once I have let them play with it for about 20 minutes, I will pick up the iPads and then pass out a coding worksheet. I will show them how they are supposed to do the worksheet and then I will let them complete the worksheet and color as well. Once they are done, they will turn the worksheet back in. |

| 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 | Closure: | Once the students have turned the worksheet in, I will allow them to go get their iPads again and let them play Code Karts for a little bit longer. |

Accommodations/Modifications

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

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | (try) |
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Assessments: Formative and/or Summative

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| 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 type="checkbox"/> Formative / <input type="checkbox"/> Summative | |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |

Research/Theory

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| Identify theories or research that supports the approach you used. | |
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Lesson Reflection/Evaluation

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| 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>