

## Lesson Plan Template

Lesson Segment Focus Splice Video Lesson 3 of 3  
 Course & topic addressed End Punctuations Date 12/09/2019 Grade Kindergarten

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to recognize end punctuation and match the correct punctuation with a sentence.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students must have prior knowledge of the different punctuations.
Knowledge of student's background (personal, cultural, or community assets)	Some students might not know their end punctuations so I will spend extra time with them.

### 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.	<b>L.K.2.A- Recognize and name end punctuation.</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? What will you do to provide varying supports for students at different levels of academic language development?	
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Period</b> <b>Exclamation Mark</b> <b>Question Mark</b>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	Smartboard iPads Worksheet
Materials needed by students for <b>this lesson.</b>	iPads Worksheet Crayons

**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.
15 Minutes	<u>Introduction:</u>	I will first begin by bringing my students to the carpet and singing our morning song. I will then begin going over the end punctuation marks that we went over in the last lesson. I will write sentences on the board and have them raise their hands and see if they know what end punctuation will go on the end.
35 Minutes	<u>Instruction:</u>	I will pull up the splice video app and show my students the video I made that talks about end punctuation. It will have examples, pictures, audio, and videos of me reading sentences to them and putting the correct end mark. I will also talk to them about the splice video app and show them how to work it and how to add images, sound, etc. Once they have watched the video, I will give them a fun activity sheet with sentences on them and they will have to put the correct end marks on them. Once they finish, they will turn it in.
10 Minutes	<u>Closure:</u>	Once they have finished and turned in their worksheets, I will allow them to get their iPads and let them create their own splice video. They will be able to create whatever they want.

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.

**Accommodations/Modifications**

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

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**

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**

Identify theories or research that supports the approach you used.	
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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:EsQcNWuG1Z0J: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>;  
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