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## Lesson Plan Template

Lesson Segment Focus Learning Upper and Lower Case Letters Lesson 1 of 2

Course & topic addressed The Alphabet Date 09/04/2019 Grade Kindergarten

### Student Outcomes

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| Specific learning objectives for this lesson.   | This lesson's objective is to teach the students in my class the difference between upper and lower case letters. I want my students to be able to match an upper case letter with its lower case letter.                      |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | The student's must know the alphabet prior to this lesson.   |
| Knowledge of students background (personal, cultural, or community assets)                  | Even though we learned the alphabet in a previous lesson, I will review the alphabet with them to make sure that everyone is on the same page. Once we go over this then we will start to review upper and lower case letters. |

### 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. | <b>RF.K.1.D – Recognize and name all upper-and lowercase letters of the alphabet.</b> |
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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?<br>What will you do to provide varying supports for students at different levels of academic language development? | To assist my students to understand key academic language to express and develop their content learning, I will have my students sing the alphabet song after recess, to see if they remember it, and because when the student's come back from recess they are very hyper, and this will be my way of seeing if they are learning the content. I will also sit with them one on one with all of my students, so that I can help my students that are at different levels of academic language development. |
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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? | <b>Upper case letters</b><br><b>Lower case letters</b> |
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### Materials

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| Materials needed by teacher for this lesson.  | Smartboard<br>Alphabet chart<br>Pointer<br>Inspiration<br>Magnetic Board<br>Magnetic letter (letters of the alphabet, upper case and lower case) |
| Materials needed by students for this lesson. | Worksheet (Tracing upper and lowercase letters)<br>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.   |
|----------------|--------------------------------|--|
| 5 Minutes      | <b><u>Introduction:</u></b>    | In the beginning, I will have all of my students get on the carpet and we will dance and sing to the ABC song. Then I will show them a fun video of learning upper and lower case letters of the alphabet.   |
| 25 Minutes     | <b><u>Instruction:</u></b>     | After the introduction, I will have them sit down on the carpet and I will pull up my inspiration web and show them the difference between the upper case letters and the lower case letters. After I show them the web, I will then pull out my alphabet chart, which will have the alphabet with upper and lowercase letters with pictures next to them, and then I will use my pointer and go over each one with them. I will also ask different students to come up and I will tell them to use my pointer to either point to the upper case or lowercase letter that I call out to them. After we do this a few times, to make sure they are understanding it, I will then send the students to their desks. I will then pull out my magnetic letters, which are the letters of the alphabet, and they will have upper and lower case in the bag. I will place the upper case letters on one side of the magnetic board, and put the lower case on the other side of the board. The letters will not be in order, just so that I can see if they can recognize which letter goes with what. I will then ask each student to come up to the board and I will tell them to match this |

| 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.  |
|----------------|--------------------------------|---|
|                |                                | letter with its upper or lower case letter and then they will grab the magnetic letter and move it to the right spot. This will be their activity and we will do this until each student has went.  |
| 15 Minutes     | <b>Closure:</b>                | For the closing of this lesson, I will give each student a worksheet. The worksheet will be a tracing worksheet of the alphabet with its upper and lower case letters, and it will have a picture under each one. I will pass out crayons and the students will trace each letter with the crayons and color the pictures that are underneath them. |

**Accommodations/Modifications**

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| <p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p> | <p>I might modify instruction for students with remediation by bringing them to a small table in the back of the classroom, and I will have different fun worksheets, and cut out letters, and I will work with them individually on the alphabet and understanding upper and lower case letters. I will also stay after school and give them extra help just to make sure they are understanding the content.</p> |
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**Differentiation:**

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|---|---|
| <p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p> | <p>I would give each student a fun alphabet activity sheet in their take home folder, and have them complete it and bring it back the next day so that I can see how each student is progressing.</p> |
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**Assessments: Formative and/or Summative**

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| <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 &amp; what is assessed).</p> | <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?<br>What changes should be made?<br>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>

**The Alphabet**

