

Name Jadyn Brown

Lesson Plan Template

Lesson Segment Focus Letters

Lesson _____ of _____

Course & topic addressed Identifying Upper and Lower Case Letters

Date 11/12/2019 Grade Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify the letter of the alphabet. They will be able to tell the difference between upper- and lower-case numbers. Students will be able to match some objects with the letters.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Student's must have prior knowledge of the alphabet.
Knowledge of students background (personal, cultural, or community assets)	I will know that some students don't know their alphabet or the different between upper and lowercase letters, and so I will spend one-on-one 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.	RF.K.1.D- Recognize and name all upper- and lowercase letters of the alphabet.
--	---

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?	If assistance is needed, I could print off a hardcopy of my PowerPoint and let the students use it and look over it.
--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Uppercase Lowercase
---	--------------------------------------

Materials

Materials needed by teacher for this lesson.	Computer Smartboard E-Book Worksheet Marker Whiteboard
Materials needed by students for this lesson.	Worksheet Marker/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 Minutes	<u>Introduction:</u>	I will first begin by bringing all my students to the carpet. We will listen to our alphabet song, and I will let them sing and dance to it. I will then explain to them that I am going to be reading an alphabet book to them. I will then tell them to head back to their seats.
30 Minutes	<u>Instruction:</u>	I will pull up the E-Book on my computer and hook it up to my smartboard. I will begin reading the ABC book to them. This will be an interactive activity, so while I am reading each letter of the alphabet and showing them the picture of the object that matches the letter, I will be asking them what the letter is and if they know another object that starts with that letter. They are kindergartners, so I will help them out with ideas and continue to let them have fun with this. I will print this PowerPoint off for each of my students, so that they can keep the book throughout the year. Once we have finished the E-Book, I will pass out a worksheet.

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	Closure:	The worksheet that I hand out will consist of tracing upper and lowercase letters, and also matching pictures to go with the letters. They will finish this worksheet and turn it in into our class work folder.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could bring the student/students to the back table and I can go over the worksheet with them, and also have a printed version of the PowerPoint so that they could use it to help with the worksheet.
--	---

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
--	-------

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.	
--	--

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>
---	---------------------------------------

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>