

Name Joy Springhart

Lesson Segment Focus Sight Words Lesson _____ of _____

Course & topic addressed Fluency in recognizing and writing sight words Date 11/12/18 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to recognize sight words upon hearing them, and write the correct words to match what they are hearing.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students will build upon prior knowledge of sight words.
Knowledge of students background (personal, cultural, or community assets)	N/A

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.1.4: Read grade-level text with sufficient accuracy and fluency to support comprehension.
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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?	N/A
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Students must know that sight words are the words that they should know at a quick glance, without having to stop and take time to decode them.
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Materials

Materials needed by teacher for this lesson.	Pre-made QR codes posted around the room linked to sight word audio Sight word flashcards
Materials needed by students for this lesson.	iPads with QR reader app Headphones Recording sheet Writing utensils

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.
	<u>Introduction:</u>	TTW ask students if they remember what sight words are. (The small words that we learn to remember without having to stop and sound them out.) TTW invite the class to the carpet.
	<u>Instruction:</u>	TTW begin by flipping through a few sight word flashcards as a whole group. TSW go over the flashcards and then TTW direct their attention to the QR codes placed on colorful cardstock and posted around the room. TTW ask a student to pass out recording sheets to each student. TTW tell the class that they will each take an iPad and a pair of headphones and walk around the room to the various QR stations, scan them with their QR reader app, listen to the audio it will link to, and then write the word they hear on their recording sheet along with the number of the station. TSW then grab their writing utensils, their recording sheets, and their iPads and headphones and set out on their journey around the room to practice sight words!
	<u>Closure:</u>	TTW call all her students back to the carpet and ask them to turn in their recording sheets to her desk and close the lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I would modify instruction for any of these categories by pairing students for peer assistance or providing more individualized scaffolding for students.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will provide differentiation by allowing students to help each other and have peer-read or assisted materials.
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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 checked="" type="checkbox"/> Summative	I will assess students by checking their recording sheets.
	<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: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%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>

