**Name: Kennedy Capps**

**Lesson Plan Template**

**Lesson Segment Focus: English Language Arts Lesson 3 of 3**

**Course & topic addressed: English Language Arts, Parts of a Sentence Date: November 12, 2018**

**Grade: 1st**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will identify mistakes in written sentences. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students must know the correct parts of a sentence, such as capitalization and ending punctuation. |
| Knowledge of students background (personal, cultural, or community assets) | Teacher should keep in mind students who’s first language is not English, as their language may have different rules than English does (Spanish question sentences indicate at the first of the sentence as well as the end). |

**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. | **RF.1.1 Demonstrate understanding of the organization and basic features of print.**  **RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, Capitalization, ending punctuation).** |

**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? | Teacher should provide an example for the students to refer to that outlines the correct format of a sentence, with correct capitalization (first word and proper nouns), and correct ending punctuation. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Capitalization, punctuation. |

Materials

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| --- | --- |
| Materials needed by teacher for **this lesson**. | Teacher will need to create QR codes that correspond to incorrectly written sentences. |
| Materials needed by students for **this lesson**. | Students will need an iPad to scan QR codes, and each group will need a worksheet to write the sentences correctly. Each group will also need a clipboard to make writing easier. Timer. |

**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.** |
| --- | --- | --- |
| 5-10 minutes | **Introduction**: | Teacher will quickly go over the correct format of a sentence, then explain what the activity is that they will be doing. Teacher should choose groups for the students, pass out iPads, and worksheets. |
| 10 minutes | Instruction: | Students, in their groups, will have 10 minutes to go find up to fifteen QR codes scattered in the hallways around the school. Students will leave the classroom in search for QR codes that once scanned will display a sentence written incorrectly. Students must work together to correctly write the sentence on their paper, correcting any errors that they find in capitalization and punctuation.  Teacher will alert extra staff that students will be searching for codes, and teacher will circulate the hallway to ensure all students are on task. |
| 10 minutes | **Closure:** | After time is up, all students will return to their classroom and place their iPads back in the charging station. Teacher will then go over the correct format to all fifteen sentences. The group who was able to correct fix the most sentences will receive a pass from the classroom store. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | Teacher should make sure groups are fair, so students who are struggling are not all in a group together, and students with attention deficiencies are paired with students who will keep them on task.  Teacher will circulate the hallway to make sure all students are on task.  If any extra staff is available and willing, more adults may circulate around the school. |

**Differentiation:**

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| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | **You could assign roles in the group, to ensure everyone has a role that will keep them on task. One person scan, one person time-keeper, one person is the recorder, so everyone is on task and able to work.** |

**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). | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

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| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

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| --- | --- |
| What went well?  What changes should be made?  How will I use assessment data for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>