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## Lesson Plan Template

**Lesson Segment Focus: Review over past topics**

**Lesson 1 of 1**

**Course & topic addressed: Letters, Colors, Animals, Numbers**

**Date 10/28/18**

**Grade K-1**

### Student Outcomes

|   |   |
|---|---|
| Specific learning objectives for this lesson.   | Students will review letters, colors, animals, and numbers.   |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students will have already learned this information and will be participating in this game to ensure that they know this. |
| Knowledge of students background (personal, cultural, or community assets)                  | Everyone can participate.   |

### 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. | <p>AR.Math.Content.K.CC.A.2: Count forward, by ones, from any given number up to 100</p> <p><b>RF .K.1.D:</b> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>LS1.A: Structure and Function:</b> All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)</p> |
|--|---|

### 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?<br>What will you do to provide varying supports for students at different levels of academic language development? | I would help students by having them explain why they got the answer that they did (if it's not an obvious answer). |
|--|---|

### Key Vocabulary

|   |                                   |
|---|-----------------------------------|
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Letters, numbers, animals, colors |
|---|-----------------------------------|

### Materials

|   |                     |
|---|---------------------|
| Materials needed by teacher for this lesson.  | Projector, computer |
| Materials needed by students for this lesson. | nothing             |

### 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   | <u>Introduction</u> : ready for a fun review game? | I will explain how to play the game to the students.   |
| 25-30 minutes  | <u>Instruction</u> : Let's go!                     | I will be the one who clicks the numbers that the students choose. I will read the question to the students and the answer once I click it to appear. I will also click to go back to the main screen. I will keep up with points as well (if they divide into teams). |

| 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   | <b>Closure:</b><br>Let's review over what we went over. | I will pull up some of the slides as well as make up some questions that are similar to the questions on the slides. |

**Accommodations/Modifications**

|  |   |
|--|---|
| How might I modify instruction for:<br><br>Remediation?<br>Intervention?<br>IEP/504?<br>LEP/ESL? | I will incorporate a "phone a friend" option so they will be able to ask a friend for help if needed. I will provide hints too if needed. |
|--|---|

**Differentiation:**

|  |   |
|--|---|
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | The students will be able to read and hear me read the questions off to them. Some of the slides have pictures as well to help. |
|--|---|

**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?<br>What changes should be made? | <i>TO BE FILLED IN AFTER TEACHING</i> |
|---|---------------------------------------|

|  |  |
|--|--|
| How will I use assessment data for next steps? |  |
|--|--|

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>