

Name **Kayla Johnson**

Lesson Plan

Learning Segment Focus _____ **Code** _____ **Lesson** **1** of **1**
Course & topic addressed **Computer Science** **Date** **10/15/2020** **Grade** **K**

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to code by using the code app named “Mimo”.
Justify how learning tasks are appropriate using examples of students’ prior academic learning .	Students will use prior knowledge of code to complete this activity.
Justify how learning tasks are appropriate using examples of students’ personal, cultural, linguistic, or community assets .	

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	CT.2.K.1 Discuss the relative positions of objects within a program (e.g., up, down, left, right, over, under, on top of, behind, in front of, to the left, to the right)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Code
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	IPad
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	IPads

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	<u>Introduction:</u>	TTW tell the students that today they are going to be learning how to code using Mimo.
	<u>Instruction:</u>	TTW tell the students that today they are going to be learning how to code. She will then ask the students what they think “code” means. After listening to their answers, she will tell them that “code is the way computers talk.” TTW then tell them that they are going to get to work on the iPads. She will then call the students up in alphabetical order to pick up an iPad from the cart. After the students pick up the iPad, they will carry it back to their desks with two hands. TTW then talk the students through the process of logging into Mimo Coding. After every student is logged in, TTW tell them to begin on lesson one. TTW walk around the classroom and assess the work the students are doing. She will also help those students who may be struggling. After the students have been working for forty-five minutes, TTW ask the students to find a stopping point and to save their work. Once the students have saved their work, TTW tell them to silently put away the iPads back on the cart and to make sure they are plugged in.
	<u>Closure:</u>	TTW quickly review the assignment they have done and answer any questions the students may have.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by</p>	<p>Modifications will be made according to a student’s IEP and 504. I will place students that have a firm understanding in groups with students who have a lower understanding. I will also off one on one to each student that needs further instruction at my table.</p>
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federal and state law.)	
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Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)	Visual: Larger print on iPads will be given to students who need it. Hearing: The app will talk to the user who may have trouble reading the directions.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Facial observation and question
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Assessment of student data
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.	
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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%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
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