**Name Kayla Miller**

**Lesson Plan Template**

**Lesson Segment Focus colors Lesson 1 of 1**

**Course & topic addressed sorting object by colors. Date December 2, 2019 Grade 1st**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | This lesson is about sorting word and objects by colors |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | What colors are and the names of each color. |
| Knowledge of students background (personal, cultural, or community assets) | They will need to be able to understand colors and English. The English words for the colors. |

**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. | L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |

**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? | I have online videos and activities for the students to help them |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Colors, sorting, categories, rainbow. |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | The padlet board and colors |
| Materials needed by students for **this lesson**. | Paper and pencils, colored pencils |

**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.** |
| --- | --- | --- |
|  | **Introduction**: | The beginning I will be standing at the door as they enter the class in the morning/.They will go put their bags away and sit down at their desks. The desks will have paper and pencils on them we will begin class as normal. |
|  | Instruction: | 1. We will sit down and talk about the colors then we will read the color book 2. We will talk about the book 3. Then about the different colors 4. Then we can play the power point game that I created 5. I will show the videos on colors and hand out the printable 6. We will do the color word search 7. Then wen we finish we will recap all about colors. |
|  | **Closure:** | After we recap the day we will talk about the next day and what we will be doing and then we will leave the classroom. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | .for students who don’t speak English I could have the word for each color wrote down in the language te=hey speak.  For students who don’t read as well I have videos. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I have different activities to try so the students can learn. I also could print out the pictures of the colors and what color they are. |

**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**

|  |  |
| --- | --- |
| 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? | *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>