

## Lesson Plan Template

**Lesson Segment Focus** learning colors through reading

**Lesson 1 of 2**

**Course & topic addressed** learning colors

**Date** November 13, 2019 **Grade** first

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn to identify colors through reading books.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should know how to spell colors and understand what the colors are.
Knowledge of students background (personal, cultural, or community assets)	Students may not speak English as a first language, or they may be farther behind in knowing how to spell based on a number of problems.

### 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
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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?	I have a PowerPoint that I have made that is a book all about the colors.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Colors, red, blue, green, yellow, orange, pink, purple, rainbow.</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Power point, crayons, markers, colored paper, letters,
Materials needed by students for <b>this lesson.</b>	Paper and 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.
	<b><u>Introduction:</u></b>	They will come into class like normal 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.
	<b><u>Instruction:</u></b>	<ol style="list-style-type: none"><li>1. As we come into the class, we will get ready and start with a recap on naming colors</li><li>2. I will then pull up the E-book and get started reading</li><li>3. They will say the colors and we will spell them out.</li><li>4. I will finish the book and let them set the colored paper and letters out.</li><li>5. They will spell the colors of the paper with the letters.</li><li>6. I will talk about where the answers came from, so they are comfortable</li></ol>
	<b><u>Closure:</u></b>	At the end of class, we will have a classroom discussion about the lesson that they learned today. This will be to help me check what they know and where to start the next day. We will line up and leave the room with the good byes.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	The Assignment will be done as a class so that the students can ask questions. I also plan on having them spell the colors on their desk with the letters working with the people that they sit with. I will also be walking around the room to assist with whatever is needed.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Along with the book I will have color cards and letters to spell the colors that will be done in groups.
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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 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.	
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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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

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