

Lesson Plan Template

Lesson Segment Focus learning colors through game play

Lesson 2 of 2

Course & topic addressed learning colors

Date November 13, 2019

Grade first

Student Outcomes

Specific learning objectives for this lesson.	We will use a game to learn colors
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson will be done the day after the book and we will use the prior knowledge from the day before to understand the colors.
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 Color lesson
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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 will have a power point game.
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Key Vocabulary

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

Materials needed by teacher for this lesson.	Power point, crayons, markers, paper
Materials needed by students for this lesson.	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.
	<u>Introduction:</u>	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.
	<u>Instruction:</u>	<ol style="list-style-type: none"> 1. We will talk about the book 2. Then about the different colors 3. We will spell the colors 4. Then play the power point game 5. We will finish the game and talk about the ones that we got right 6. Then discuss what we got wrong and why. 7. We will recap the day that we had and all of the color fun.
	<u>Closure:</u>	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 the students who need help we will work in groups and I will be available when needed to talk to them.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The game will be with team and the teams get points based on what they get right. We could also do it as a class.
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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>; <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>