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Lesson Plan

Learning Segment Focus Encyclopedia Use Lesson 1 of 2Course & topic addressed Language Arts and Word Meaning Date 10/13/2020Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to use an encyclopedia and how to locate unknown words in an encyclopedia.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will have prior knowledge of using a dictionary and recognizing unknown words.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students will need to be able to use encyclopedias and discover the meanings of unknown words. Some students may not have access to encyclopedias or dictionaries at home, but they will have access to them at school and in libraries.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.
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Key Vocabulary

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

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? 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) ?	Students will learn by working with the encyclopedia app themselves. The academic language supports found in this lesson would be in the encyclopedia app itself. The app would promote understanding of key academic language and develop content learning. The encyclopedia app would support all three academic language demands.
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Materials

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

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)
10 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> • Introduce encyclopedia setup and when to use an encyclopedia 	<p>I would ask the class to tell me how we find out the meanings of words we don't know. I would allow students to tell me their ideas. I will then pull up an example of an encyclopedia page and show students how to find a word and what all features are included.</p>
40 minutes	<p>Instruction:</p> <ul style="list-style-type: none"> • Read a passage • Write down unknown words • Journal what they think it was about • Use Wikids Talking Encyclopedia app • Write down things learned • Re-read the passage • Revise journal 	<p>I would give students a short passage to read that had some advanced vocabulary words in it. Students would then journal a short summary of what they thought the passage was about and write down words from the passage that they did not know. Students would then have time to use the "Wikids Talking Encyclopedia" app. They would look up the words that they wrote down and read what the meanings of them are. Students would then journal what they learned from the encyclopedia and then read the passage again. Lastly, they would revise their original summary of the passage now that they have a more complete understanding of the vocabulary.</p>
5 minutes	<p>Closure:</p> <ul style="list-style-type: none"> • Put words on the board 	<p>I would ask students to share what words they did not know at first and would write them on the board. Students would then share what they learned that those words mean, and I would write that on the board as well.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i></p>	<p>.Remediation: Show again the step by step process of locating a word in an encyclopedia using the SmartBoard. Make the steps more detailed. Intervention: IEP/504: The encyclopedia app speaks words aloud, so this would accommodate</p>
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<p><i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>visually impaired students. I would instruct students on how to access the audios. Hearing impaired students would be able to read the encyclopedia app information. LEP/ESL: Switch the app language to the student's language. Have the student switch back and forth between languages to better understand the meanings of the words.</p>
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Differentiation

<p>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.)</p>	<p>I would provide students with printed out step by step directions on using the encyclopedia app.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>A quiz where students are given a list of unfamiliar vocabulary words and have to use the encyclopedia app to find and write down the meaning of the words.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>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.</p>	<p>Using dictionaries and encyclopedias to define words helps students develop better researching skills early. By teaching students how to use a kid friendly encyclopedia app, they will have a head start into their own research methods and will be less likely to rely on the teacher for answers.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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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