

Lesson Plan Model¹

Lesson Title/#: Rhyming Words

Grade Level: K

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	Students will be able to compare words to decide which rhymes with the other.
Content Standard What standard(s) are most relevant to the learning goals?	CCSS.ELA-LITERACY.RF.K.2.A- Recognize and produce rhyming words orally.
Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?	To be able to identify words that rhyme with each other. To be able to look at pictures/words and choose the best word that rhymes.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary	They will need to know what the pictures are and how to sound out what they are- to recognize which word rhymes. Students will be able to see pictures of the objects, helping them recognize what they are.

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

to support the learning of the skills and concepts for this lesson?	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch <u>5</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will read “One Fish, Two Fish, Red Fish, Blue Fish”, by Dr. Suess. This book is fully of rhyming, which will introduce the lesson.</p>
<p>Instruction <u>5</u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts)</p>	<p>I will ask the students what they noticed about the book we just read.</p> <p>I will then show them how each word at the end of the sentences, rhymed with the next.</p> <p>Since they already know these words, being able to recognize that some rhyme with each other will be new content for them.</p> <p>I will choose sample words to sound out to see if they recognize the rhyming – warming them up for the activity.</p> <p>Students will then be given their own set of words, to match.</p>

to students' prior academic learning and their personal/cultural and community assets?

What will you say and do? What questions will you ask?

How will you engage students to help them understand the concepts?

What will students do?

How will you determine if students are meeting the intended learning objectives?

Hearing/seeing the students responses will help me see their understanding.

Structured Practice and Application
20
Minutes

How will you give students the opportunity to practice so you can provide feedback?

How will students apply what they have learned?

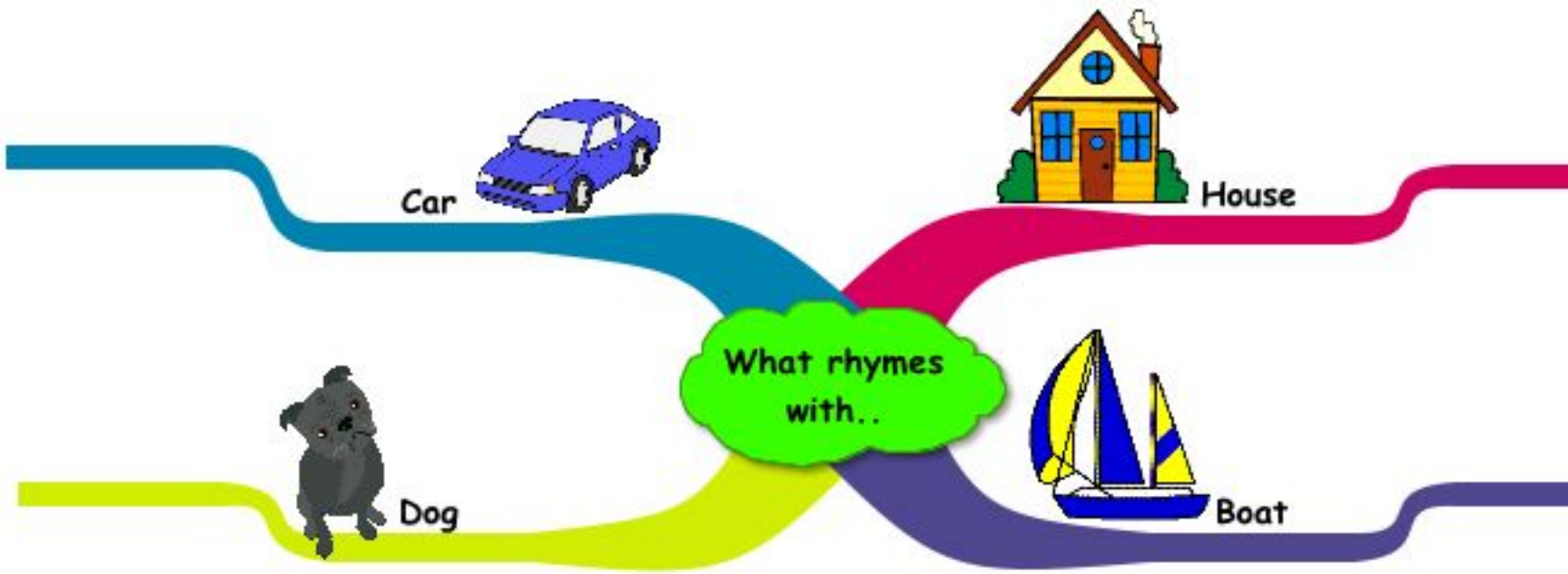
The class will be in groups of 5, each receiving a diagram with assorted words on them.

They will also be handed 4 pictures, each rhyming with a word on the diagram. (Each group will have different pictures)

Students will then place the picture under the corresponding picture that rhymes.

Since they will be in groups, they will be able to ask their friends and work together to find the answer.

How will you determine if students are meeting the intended learning objectives?



Once each group has matched their rhyming words, they will bring their pictures up to the front of the class

I will have a bigger diagram on a poster, that they will be able to attach their pictures to.

This way, I will get to see what they found, and talk about how they found it, and why they think it rhymes.

This class discussion will help me see where each student stands on this lesson.

Closure
10
Minutes

How will you end the lesson?

To close, I will read another story that includes rhyming words. Now that the students have done an activity they will be able to on the rhyming more. I will read, "There Was an Old Lady Who Swallowed a Fly".

<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>My students will be in groups throughout the whole lesson. The groups will be in which the class tables are already set up. (4-5 per group) This way, they will be able to put their minds together to find the answer.</p>
<p>What Ifs</p> <p>What might not go as planned and how</p>	<p>Students may get confused as to which words rhyme.</p>

<p>can you be ready to make adjustment?</p>	
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>(2) books: ““One Fish, Two Fish, Red Fish, Blue Fish” and “There Was an Old Lady Who Swallowed a Fly”</p> <p>Graphic organizer program, pictures of assorted objects</p> <p>Diagram, pictures of assorted objects</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	
<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in</p>	

learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

What worked? What didn't?	
------------------------------	--

For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your instruction ?	<i>Whole class:</i> <i>Groups of students:</i> <i>Individual students:</i>
Justification Why will these changes improve student learning? What research/theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.