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Lesson Plan Template

Lesson Segment Focus: Standard English Grammar
Course & topic addressed: Literature and Grammar

Lesson: 2 of 3
Date: 11/12/2018 Grade: 4th

Student Outcomes

Specific learning objectives for this lesson.	Learning the correct Standard English Grammar and how to use it.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Connections with previous lessons would be using the knowledge of correct grammar learned in other lessons. For example, spelling words correctly and the use of punctuation. Knowing what nouns and verbs are.
Knowledge of students background (personal, cultural, or community assets)	Students should be able to write, know the difference between letters and words, knowing the different punctuation marks and use technology.

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.4.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 4 when writing or speaking.
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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?	There will be different examples of each academic key concept. I will also point out when each academic key concept is being represented.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Adverbs, adjectives, pronouns
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Materials

Materials needed by teacher for this lesson.	Huge post it notes, regular and small sticky notes, writing utensils.
Materials needed by students for this lesson.	Writing utensil, paper, Chromebook

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.
5 – 7 minutes	<u>Introduction:</u>	As a class we will go over all the parts of a complete sentence.
30 – 35 minutes	<u>Instruction:</u>	The teacher will introduce what adverbs, adjectives and pronouns are to the students. The teacher will write words that are pronouns, adverbs, and adjectives on the board. As a class we will have to categorize all the words in their corresponding column on the board. Then as a class we will create complete sentences using the same words. We will then correct the grammatical errors in a paragraph I have written on a huge post it note. After, the paragraph is grammatically correct the students will work individually on their Chromebook using an application called Grammar Hammer 7-10. This application will help them review and use the knowledge they have gain about Standard English Grammar. Each student is to completely correct the grammar errors on at least one story in Grammar Hammer 7-10.
5 minutes	<u>Closure:</u>	The students are to write one paragraph of what they have learned today. In their paragraph the students are to include the name of the story in Grammar Hammer 7-10 that they corrected.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	By using common words all students are familiar with, as examples of adverbs, adjectives, and pronouns. Using real life examples to point out adverbs, adjectives. For example, if a student is girl who is cheerful. We could build the sentence “She is extremely cheerful”.
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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 class lesson will contain different types of instruction and examples of the content. The class will also have the opportunity to work together and individually.
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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>