

Name: Lolly Jennings

Lesson Plan Template

Lesson Segment Focus: Fruit Names in Spanish

Lesson _____ **of** _____

Course & topic addressed: Foreign Language/Spanish

Date: 4/13/19 **Grade:** First Grade

Student Outcomes

Specific learning objectives for this lesson.	Learn fruits in Spanish. Increase student's knowledge on cultures.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should know all fruits and their colors.
Knowledge of students background (personal, cultural, or community assets)	English speaking students will know fruits and colors in English and maybe some Spanish. Spanish speaking students will know the fruits and colors in Spanish.

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.	CNN.2.1.3 Identify words from other languages when encountered, as appropriate for the grade (e.g., greetings, holidays, food, borrowed words)
--	--

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?	
--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Fruit Color
---	------------------------------

Materials

Materials needed by teacher for this lesson.	Las Frutas eBook, fruit/name flashcards
Materials needed by students for this lesson.	Worksheet

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>	Review the fruits and their colors in English.
	<u>Instruction:</u>	This lesson is to introduce foreign language (Spanish). First, I will pull up the Las Frutas eBook and read it to the class. As I read, I will have the students repeat the names of the fruits in both English and Spanish, along with their color. Once we have read it all, we will continue to practice with flashcards. I will hold up the side that has the picture of the fruit on it and have the class say the name of the fruit in Spanish.
	<u>Closure:</u>	For extra practice students will do a matching worksheet. They will match the fruit picture to the name in Spanish.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Remediation and Intervention students can receive one on one help with the worksheet. ESL students (if their first language is Spanish) can help other students with this.
--	---

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The eBook provides both audible and visual methods. The flashcards are also visual and audible.
--	---

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.	
--	--

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>
---	---------------------------------------

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>