Lesson Plan Template

Lesson Segment Focus: Long and short vowels   **Lesson _____of_____**

Course & topic addressed: Language Arts   **Date: November 8th, 2018   Grade: 3rd**

Student Outcomes

Specific learning objectives for this lesson.	Students will differentiate between long and short vowel sounds.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson will be a reinforcement as students have already been introduced to long and short vowel sounds in previous grades.
Knowledge of students background (personal, cultural, or community assets)	Due to some students using English as their second language, they may need assistance sounding out words.

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.	**RF.2.2.A Distinguish vowels (long, short, variant) in spoken one-syllable words.** **RF.3.2.A Taught in Grade 2 and should be reinforced as needed.**

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?	For students who haven't quite grasped the concept of differentiating between long and short vowel sounds, I will review them with my students to ensure they grasp the concept before we begin the lesson

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	- **Long vowel** - **Short vowel** - **Boggle** - **(some vocabulary may vary depending on the words used in the Boggle app)** - **One-syllable words**

Materials

Materials needed by teacher for **this lesson**.	- Classroom set of iPads - Boggle app - Whiteboard - Dry erase markers
Materials needed by students for **this lesson**.	- iPad - Boggle app

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.
	Introduction: 10	To introduce this lesson, I will review long vowel sounds and short vowel sounds with my students. I will first ask my students what they vowels are (a, e, i, o, u) I will explain to them that when a vowel sounds like its name, it is a long vowel. Whether a vowel has a long sound, a short sound, or remains silent depends on its placing in a word and the letters around it.
	Instruction: 25	To begin this lesson, I will write some word examples on the white board of one-syllable words. I will have a student come up to the board and identify the vowel or vowels in the word. I will then have another student write on the board whether the vowel is long or short and explain their reasoning.

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.
		I will continue to do this until I feel the students have grasped the concept of identifying long vowel sounds and short vowel sounds in a word. Once this is finished, I will introduce the app "Boggle" to my students. I will explain to them that they will stay in their groups and work together on one iPad to complete this activity. I will first tell the students to pass the iPad around their group and each person will find a word on Boggle that has a short vowel sound. Once each group member has found one, we will move on to long vowel sounds. Once we have done this a few times, I will ask the students to find any word they see on Boggle and to record this word on a sheet of paper and then pass the iPad to the next group member so they can do the same. Once the iPad has been passed around the group once and each member has recorded their word, I will have my students use their highlighter to highlight the vowel in the word and to write under it if it is a long vowel sound or a short vowel sound. The groups will continue this until the iPad has been passed around the group 3 times.
	Closure: 5	To close this lesson, I will ask each student to write one word they found on Boggle on the white board and describe the long or short vowel sound in the word. This will be how I will tell if my students have grasped the concept or if they will need further assistance on this topic.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	If I have students who are visually impaired, I will provide them with a larger print text. If I have students who have ADHD, I will place them in a group closer to the teacher's desk so I can ensure they stay on task.	.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	To ensure all students needs are met, I would modify directions accordingly to how well students are understanding the lesson. For example, if it still seems like they aren't understanding the lesson when it is completed, I will not quiz them over the material until they feel confident in the material.

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ 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?	*TO BE FILLED IN AFTER TEACHING*

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;

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