

Name Lauren Perkey

Lesson Plan Template

Lesson Segment Focus Phonological Awareness (Adding or substituting individual phonemes)

Lesson 2 of 2

Course & topic addressed Language Arts/ Reading Foundational

Date 03-11-19 Grade 1st Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to pronounce words that have similar endings but different letters at the beginning. Students will be phonological aware when adding or substituting individual phonemes in simple, spoken words to make new words.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will previously need to know the basic spoken words and their meanings. Students will need to know the sounds that the letters make. Students will need to know how to sound words out.
Knowledge of students background (personal, cultural, or community assets)	

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.	Arkansas State Standard RF.1.2.F: Add or substitute individual sounds (phonemes) in simple, spoken words to make new words. Teacher Note for RF.1.2.F: The following is an example of adding a phoneme to make a new word: Teacher says, "ate" and asks students to repeat. Teacher says, "add /r/ at the beginning and the word is?" Students say "rate". The following is an example of substituting a phoneme to make a new word: Teacher says, "coat" and asks students to repeat. Teacher says, "Change /k/ to /b/ and the word is? Students say "boat".
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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?	The teacher could use the 'Hooked on Phonics' app. The teacher could also use a textbook chapter/lesson. The teacher could teach straight from the book or on the board. The teacher could find a video about adding or substituting letters in words to make new words. The teacher will show a few examples on the board about making new words (i.e., taking the 'h' from hair and adding the letter 'c', substituting it for the letter 'p', or substituting it for the letter 'f' to make new words). The teacher will also walk around during technology time and assist students who do not understand the lesson.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Cat, hat, pat, rat, sat, sound it out, word, change.
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Materials

Materials needed by teacher for this lesson.	The teacher will need either a whiteboard and whiteboard markers or Velcro chart and Velcro letters to stick on it.
Materials needed by students for this lesson.	The students will need iPads.

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 minutes	<u>Introduction:</u> The teacher will go over technology rules and previously learned ideas needed for this lesson.	The teacher will stand in front of the class and go over technology and iPad rules before he/she starts the lesson. The teacher will then go over sounding words out and the sounds that some letters make. The teacher will also tell the students something such as, “We are going to see if we can make some new words today by changing letters in words that we already know!”. The students will be sitting in their desks (asking questions if needed).
40 minutes	<u>Instruction:</u> The teacher will cover the concept of the lesson. Students will play on the ‘Hooked on Phonics’ app on the iPad.	The teacher will write several words that the students already know on the board (i.e., big, four, red, etc.). For example, the teacher may write the word hair and take away the ‘h’ of the word. The teacher will then try adding the letter ‘c’ to the original word, substituting ‘h’ for the letter ‘p’, and substituting ‘h’ for the letter ‘f’ to make new words (i.e., chair, pair, fair). The students will be helping the teacher sound the newly made words out and answering the teacher’s questions of what those new words might mean. The teacher will then hand out iPads to each student. The teacher will instruct them to go onto the app labeled ‘Hooked on Phonics’ and complete the very first section. The teacher will walk around during this time helping any students that need it. The students will be watching the videos on the app with their headphones in. Then, the students will complete the activities on the app like the one that has them choose letters to place in front of the letters ‘at’. The students may make words such as cat, hat, pat, rat, and sat. The app will also sound

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.
		the word out for them. The students will try their best to complete this section before they run out of time.
5 minutes	Closure: The teacher will assess the students' knowledge of this lesson verbally.	The teacher will review with the students orally by asking and modeling questions such as "If I take the 'p' from the word pat, what word am I left with?" and "If I take the letter 'w' and put it in place of the letter 't' in the word ear, what word am I left with?"

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	If a student has impaired vision, I would seat them closer to the board so that they could see the lesson and in turn learn better. If a student is dyslexic, I might call on a reading specialist to help me figure out how to teach this lesson to this particular child. I will answer student questions throughout the lesson and technology time.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will walk around during technology time to ensure that all students understand the lesson/how to work the app. I can work one on one with a struggling student or in a group with several struggling students. I can also use a video/song/game to teach the lesson instead of standing at the board.
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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	The teacher will ask the students verbal questions about adding and substituting letters to make new words from words they already knew after they play with the 'Hooked on Phonics' app.
	<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>