

Name Lauren Perkey

## Lesson Plan Template

Lesson Segment Focus Distinguishing Long and Short Vowels

Lesson 1 of 1

Course & topic addressed English Language Arts/ Reading Foundational Skills

Date 01-30-2019 Grade 1st

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to tell the difference between words that have long vowels and words that have short vowels.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will already know some phonics skills which will aid them in the process of determining whether a word has a long or short vowel.
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.	“RF.1.2.A Distinguish long from short vowels in spoken one-syllable words.” – AR English Language Arts Standards
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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?	Before I teach the lesson, I will show videos on long and short vowel sounds so that the children understand a bit better. For assessment purposes and to help the kids recall the information, I will give the groups each turns to sort words on a diagram on the Smartboard after the lesson. I will put all of the students in inclusive groups ideally with one of each type of styled learner. I will also go around the room and help students out as they finish printing if they seem to be struggling.
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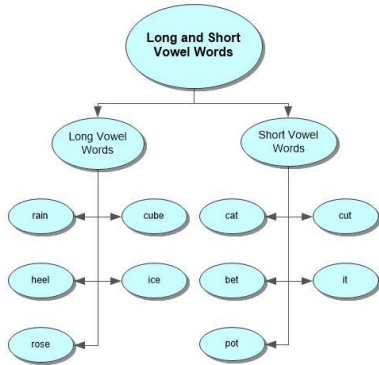
### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>The terms long vowel and short vowel must be addressed in order for students to master this lesson.</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Smartboard, Inspirations software, Smartboard pen.
Materials needed by students for <b>this lesson.</b>	Smartboard, Smartboard pen, printer, paper.

## 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.
20 Minutes	<b>Introduction:</b> <b>Short and long vowel sound videos.</b>	During this time, I will be watching the students' faces to see their reaction. This will allow me to see who is going to be the most confused when we start the lesson. The students will be watching the short and long vowel sound videos.
20 Minutes	<b>Instruction:</b> I will hand out a diagram playmat to every group. There will be 10 words with 5 being from each category. The students must, as a group, decide where to put the words by determining if they are long or short vowel words.	<p>I will be observing as each group of students takes their turn at the Smartboard to sort the words.</p> <p>The students will be separated into groups of about four people. There will be at least one of each different type of learner in each group. The students will work together to place the words 'cat', 'rain', 'cube', 'cut', 'heel', 'bet', 'ice', 'it', 'pot', and 'rose' into their correct columns on the diagram. The students will take turns dragging the words to their correct columns. The short vowel words will be 'cat', 'cut', 'bet', 'it', and 'pot'. The long vowel words will be 'rain', 'cube', 'heel', 'ice', and 'rose'.</p> <p>The students should have this final product:</p>  <pre> graph TD     Title([Long and Short Vowel Words]) --&gt; LongVowels([Long Vowel Words])     Title --&gt; ShortVowels([Short Vowel Words])     LongVowels --&gt; rain(rain)     LongVowels --&gt; cube(cube)     LongVowels --&gt; heel(heel)     LongVowels --&gt; ice(ice)     LongVowels --&gt; rose(rose)     ShortVowels --&gt; cat(cat)     ShortVowels --&gt; cut(cut)     ShortVowels --&gt; bet(bet)     ShortVowels --&gt; it(it)     ShortVowels --&gt; pot(pot) </pre>

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 groups of students should print out their final product when they are finished so they may look at it while we review. (I will assist in helping each group print out their final product.)
5 Minutes	<b>Closure:</b> Reviewing as a class on the board with my version of the diagram.	I will reset the diagram and ask the class questions about where some words should go. I will show the students the correct way that their diagram should look. The students will be watching and listening. They will also answer questions when called upon and may ask questions if they have them. The students will be reviewing their diagrams that they have printed out as we go over the words together.

#### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I could go at a slower pace than normal. I could help a few kids that normally struggle by placing them in a group with me. I could help the kids that struggle with English by sounding the words out with them. I could also help the English struggling students by explaining the topic in their most used language. I could ask the special education teacher for his/her expertise on how to teach this lesson so that all of my students understand.
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#### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I could do a different activity that involves watching a video and saying the words along with the video.</b> <b>I could also do a more hands-on approach of creating Velcro versions of the diagram so that some students could touch the words.</b> <b>I could do a lesson on the subject by only standing at the board and teaching.</b>
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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"/> <b>Formative</b> / <input type="checkbox"/> Summative	For formative assessment purposes and to help the kids recall the information, I will give the groups each turns to sort words on a diagram on the Smartboard after the lesson.
	<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>