

Name Megan Adams

## Lesson Plan Template

Lesson Segment Focus Capitalization Lesson 1 of 1

Course & topic addressed Language Arts & Capitalization Date 4/09/2019 Grade 1st

### Student Outcomes

Specific learning objectives for this lesson.	Students identify what words in a sentence require a capital letter.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will need to recall capital letters of the alphabet.
Knowledge of students background (personal, cultural, or community assets)	Students will have seen books and understand some words are capitalized.

### 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.1.2.A: Capitalize the first word in sentences, the pronoun I, dates, and names of people
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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?	I will walk around with sticky notes and those who are done early, I will challenge them to determine whether the word (I will make them tricky) on the sticky note deserved to be capitalized and why.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	These aren't new words kids will be introduced to for the first time. However, there are important key words such as capitalization, capital letter, lowercase letter, and alphabet which will be used during the lesson to help reinforce.
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## Materials

Materials needed by teacher for <b>this lesson</b> .	Computer with internet access, Projector, Youtube, Worksheet, pencil, dry erase marker
Materials needed by students for <b>this lesson</b> .	Pencil, 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.
30 minutes	<b><u>Introduction:</u></b>	We will start the lesson with a review of capital letters. Then as a class, we will examine lower case versus capital letters. Then we will read the capitalization book. Followed will be a Youtube song that reinforces the lesson.
15 minutes	<b><u>Instruction:</u></b>	I will go over what the book taught about when to use capital letters as a refresher. Capital letters in a word will be introduced as important words. As a review I will say words and students will stand up when I say a capital letter showing they are big, tall, and confident (symbolizing a capital letter) which will also help keep them engaged and moving. I will play the Youtube Link again while a handout is being passed out. When the song is finished, students will complete the worksheet independently.
15 minutes	<b><u>Closure:</u></b>	As a class, we will go over the examples projected on the board. Students will be called on to come up to the board and answer a question with the dry erase marker.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I will provide extra support to ADHD learners to try to help them stay focused on the worksheet. I will also create a worksheet with larger print for those visually impaired.
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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 will provide visual, auditory, and kinetic methods into this lesson so all student's learning styles are met.</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"/> 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>