

## Lesson Plan

### Learning Segment Focus Sequence and Cause and Effect Lesson 1 of 2

Course & topic addressed Sequence Date 12/7/20 Grade 2nd

#### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	-Students will learn sequencing words -Students will be able to use sequencing words correctly in either a story or instructions
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	This is appropriate because we have been learning how to follow directions and storytelling
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	This is appropriate because all students will need to know how to give and follow instructions and tell stories

#### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RI.2.3 Historical events are by their very nature grounded in time. However, time can be expressed moving forward or backward.
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#### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Sequence</b> <b>Cause</b> <b>effect</b>
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#### Academic Language Support

What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	Content is used by assigning the students to do their own sequencing
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#### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Books, smartboard, writing materials computer, griddle, things needed to make pancakes
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Chromebook, writing materials

**Lesson Timeline with Instructional Strategies & Learning Tasks**

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)</b>
10 min	<b>Introduction:</b> Introducing sequence	I will introduce sequence by giving them examples and going over sequence words
40 min	<b>Instruction:</b>  We will make pancakes by using sequence directions	We will go over the following recipe and make pancakes First, you mix the dry ingredients in a bowl Then, you will mix the wet ingredients in another bowl. Then, we will combine the two and stir. After everything is combine, we will turn on the griddle. Once the griddle is hot we will pour ½ a cup of batter on the griddle to make a pancake. Once two minutes has passed and we see bubbles forming on the pancake, we will flip t. Finally, we will take the pancake off the griddle.
5	<b>Closure:</b> Go over assignment	We will go over the assignment for this lesson

**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Provide words at desk for students to reference to Give other examples of sequences with videos</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>I would provide videos and use books that use sequence words</b></p>
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**Assessments: Formative and/or Summative**

Describe the <b>tools/procedures</b> 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 checked="" type="checkbox"/> Summative	informing
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Exit slip- give me an example of a beginning, middle and end sequence word
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	assignment

**Research/Theory**

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	Hands on lessons will help a children to retain the information being learned
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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>