

Lesson Plan

Learning Segment Focus: Spelling Words (Kahoot) Lesson 1 of 40

Course & topic addressed : English/ Grammar Date: 08/25/2020 Grade:K

Student Outcomes

Specific learning objectives for this lesson.	The students will have a list of spellings words each week and will have a test over them each Friday.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will more than likely not have any prior knowledge with spelling words nor testing.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	All the spelling words will be different each week. The words are picked randomly.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<u>CCSS.ELA-LITERACY.RF.K.1</u> Demonstrate understanding of the organization and basic features of print.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Cat Ship Bird Blue Keys
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Academic Language Support

What is the Academic Language Function(s) (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 Academic Language Supports 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 Academic Language Demands (vocabulary, syntax, and discourse) ?	The students will have a list of spelling words each week and will learn throughout the week what each word means and how to spell the words.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad List of spelling words Writing paper Kahoot
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	iPad List of spelling words

	Pencil Dry easer board Dry easer marker Eraser
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Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	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)
5	<p><u>Introduction:</u> <u>Spelling Words</u></p>	<p>The teacher will introduce each one of the spelling words</p>
10	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Repeat words • Finger spell words • Sling key • Dry easer board • Paper and pencil • KAHOOOOOT 	<p>The teacher will say the spelling words and the students will repeat. Then the teacher will finger spell the words. This means the teacher will spell the word out and each letter equals a finger. So therefore, if you spell the word cat at the end of spelling the words cat you should have three fingers up. The teacher will then hand out sling keys and the student will follow the teacher instruction of how to sling key spell the words. When doing so the sling key will be pulled apart for each letter and then come all together when the word is spelled out. Then the students will write the words on a dry easer board. After the students feel conformable with writing the words, they will then do a practice test and write the words out on a sheet of paper.</p> <p>After the students have gone over all the words, they will login into a Kahoot game that I have put together over the spelling words. This game will have a picture of the word at the top and then four different choices for the students to pick from. Just one of the words will be spelt correctly so the students will have to pick which word is spelt correctly and click on it.</p>
5	<p><u>Closure:</u> Go over spelling words</p>	<p>The teacher will take up the worksheets and take down all the spelling words so the student will not be able to see how to spell the words and she will call on students to spell and write out each word.</p>

Accommodations/Modifications

<p>How might I modify 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>When writing out the words their paper would have the word so they could just trace the word.</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.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Call on each student to spell a word.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Go over the words</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Test on Friday of each week over how to spell the words</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>Students need to know how to spell words and this is a very good way to start getting the students brains working and thinking about how to spell words they do not know.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activity's 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>;
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