

Lesson Plan

Learning Segment Focus: Jail Bird Words

Lesson: 1 of 5

Course & topic addressed: Learn sight words

Date:08/15/20202

Grade:K

Student Outcomes

Specific learning objectives for this lesson.	Students will learn what a jail bird word is.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students may know what a jail bird word is just heard it called something different; sight words.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Students will all know the types ways sight words can be called. For example, jail bird words, sight words, red words, hard work, many different names.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Sight words Jail Bird Words Red words Phonics
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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) ?	Students will need to know all the vocabulary words to succeed in this lesson. They will learn what a sight word is and how to pronounce many sight words.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad flashcards jail bird
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	iPad

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>Jail Bird</u></p>	Introduction what a jail bird word is and why we ‘put the words in jail.’
20	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Go over what a sight word is • Say and repeat • Game on iPad, the game is Sight Words and Phonics Reading 	The teacher will read a book that has many sight words in it and ask the students if they know what each word is as the teacher is reading. Most of the students will not know how to pounce the words. Then after the book is read the teacher will then show the students flashcards of sight words. She will say the word and the student will repeat the words. The students will then help the teacher play a sight word game.
5	<p><u>Closure:</u> Sight words release</p>	For the students to be released for the carpet to their desk they will have to say a sight word and spell one.

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 doing the right word release the students will come up and the teacher will help them pick a sight word and spell it.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials,</p>	<p>Each student has their own sight word flashcard bag to take home to practice the sight words at home.</p>
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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.)	
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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

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 .	For students to be successful at reading they have to know what sight words are and memorize them. Sight words are something you can't sound out, so they just need to be practiced and memorized.
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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 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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