

Name Molly James

Lesson Plan Template

Lesson Segment Focus Verb Tenses Interactive Game Lesson 1 of 1

Course & topic addressed Conventions of Standard English Date 4-13-19 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Learning the verb tenses in a fun and interactive way
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We will have walked through the different kinds of verb tenses before this, so it is just a game review.
Knowledge of students background (personal, cultural, or community assets)	The knowledge of students backgrounds the lesson focuses on is if they know the verb tenses from previous lessons or If they never learned them.

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.3.1.B AR Form and use the simple verb tenses.
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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?	The planned instructional supports that I will use to assist students to understand key academic language are visual prompts such as me pulling up the game onto the projector for my students to see. I could also incorporate videos over different verb tenses ad examples. For the students at different levels of academic language development, I will individually work with them one on one if they have a hard time understanding.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Past, present, future, verb, verb tenses
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Materials

Materials needed by teacher for this lesson.	Computer, projector, screen, PowerPoint game
Materials needed by students for this lesson.	Their attention 😊

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.
5 min	Introduction: I will go over the game to the students.	I will talk with the students about what we are about to do so that they have an idea. I will also ask questions about verb tenses to remind them of what we have previously learned.
15-20 min	Instruction: I will open up my powerpoint and start the game.	I will call on students as they raise their hands so that we can go over the verb tenses. This will be a fun and interactive lesson, so I will need to make sure that they talk in groups about which answer to pick. Because there are 4 questions, I might put them into four groups depending on how many of them are in the class.
2 min	Closure: Go over what we have learned	I will ask the students if they have any questions and I will talk with them about what we have learned.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention?	. I would modify instruction for remediation to ensure that the information I talk about make sense and is easy for them to understand. I will modify instruction for intervention by ensuring there is enough time in the instructional part of the lesson for me to go around the classroom and help students individually that are struggling. IEP/504 can be modified by me giving them a print out copy of the game.
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IEP/504? LEP/ESL?	
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I would provide a variety of instructional methods/strategies including one on one help for the students, whole group work and instruction, partner work, and visual learning for it being on the screen for the students to see.
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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>