<div align="right">**Name: Meagan Love**</div>

Lesson Plan Template

Learning Segment Focus: Alliteration and Story Books

Lesson: 2 of 2   Topic: English Language Arts   Date: April 22nd, 2021   Grade: First Grade

Student Outcomes

Specific learning **objectives** for this lesson.	Students will understand alliteration. Students will be able to identify examples of alliteration. Students will be able to create their own examples of alliteration. Students will be able to write complete sentences.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have already had a lesson over alliteration. They know what alliteration means and how to use it. Students also have a broad vocabulary. Students have worked on sentences and what it takes to write a complete sentence. Students have also worked on writing complete sentences on their own.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students will be able to produce complete sentences on their own without any help. That is a big part of the rest of their life. Students will also be able to produce alliteration, which is hard. Being able to do a harder task makes the smaller, easier ones a lot simpler for them to complete.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for Grade 1. RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	• **Alliteration** • **Story book** • **Story Jumper** • **Padlet** • **Example**

Academic Language Support

What are 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 understand alliteration by going over examples and discussing what alliteration is. Students will look at a definition and supporting examples until they are ready to create their own. Students will be able to identify examples of alliteration by first understanding what alliteration is and then searching the web for examples. Students will be able to create their own examples of alliteration by using all of their knowledge from the day to come up with a grammatically correct sentence that is alliteration. Students will be able to write complete sentences by ensuring that all parts of speech are present in their sentence.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	• Padlet template • Padlet QR code • Story Jumper • Computer • Overhead projector
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	• Padlet QR code • Computer • Story Jumper

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)
15 minutes	**Introduction**: • **Discussion of alliteration** • **Completion of Padlet**	The teacher will show a definition of alliteration with many examples of alliteration. Students will look at these examples and engage in conversation about what they believe alliteration is and how it works. They will continue this discussion with teacher facilitation until the teacher feels that they have a proper understanding and remembrance of alliteration. The students learned all about alliteration the previous day. The students will then get on the Padlet that the teacher has created for alliteration and search the internet for different examples. Each student should add at least one thing to the Padlet and all students should try to have each letter of the alphabet represented on the Padlet.
30 minutes	**Instruction:** • Creation of story book on Story Jumper	The teacher will show the students what Story Jumper is. She will go through and demonstrate how to complete a page on Story Jumper. The teacher will explain to the students that they each have to pick a different letter of the alphabet and create one page is Story Jumper that has an alliteration for that letter and is accompanied by pictures. The students can use the examples on Padlet for their page in the book if they would like. The students will then explain back their task to the teacher to ensure understanding of their objective. The students will spend about fifteen minutes creating their page in Story Jumper. They will make sure that they add their name on the page somewhere. After they have completed their page, they will share it with he class and ensure that all letters of the alphabet will be represented when the teacher prints the book and puts it all together.

5 minutes	**Closure:** • Discussion over alliteration	Students will discuss what they think alliteration is and how they have accurately represented it in the creation of their book. The teacher will facilitate this discussion.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students. **Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	**Padlet and Story Jumper are used in this lesson. Padlet is great for students who do not like to share aloud. They can put their example on the Padlet for everyone to see without having to say anything in front of the class. Padlet is also great because things are automatically there for the entire class to see and it moves much quicker than each person having to go through and share their example. Story Jumper is great because the students do not have draw their page, but they can still be creative. It creates readable text and identifiable pictures. It also gives all students the same format to follow. Padlet gives all students the capability to share, and Story Jumper allows all students to be creative.**

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	For students with any kind of accommodation or modification, I would help them identify their letter for their page of the book. I would then help them use the Padlet to find the example of that alliteration for them to use. I would read all examples given on the Padlet aloud to the student in case of any struggling readers. Letting the students search the internet for examples is a great way to avoid anyone not being able to complete the task. Using Padlet is a great way to give students a voice who are afraid to talk to the class.

Differentiation

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.)	Everything the students are asked to do in this lesson is first modeled for them. They are getting to take control of the lesson and come up with their own examples. They are also engaging is discussion so that everyone gets a chance to get their opinion out there and to help further understanding of the topic. Enhances scaffolding is present as the teacher is constantly going through the class assuring everyone that they are doing things correct and assisting those that need it.

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).	Formative	Alliteration discussion
	Formative	Adding examples to Padlet
	Summative	Creating independent book page on Story Jumper

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.** | Maryellen Weimer, PhD says that class discussion "can be used to develop important speaking skills, gives students the opportunity to practice using language of the discipline, and can be used to balance who's contributing in class and how much".
 CAE says that flipping the classroom allows for "role change, greater learning effectiveness, and increased student motivation." |

Lesson Reflection/Evaluation

| What went **well**?
 What **changes** should be made?
 How will I **use assessment data** for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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;
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