

Name Madison Martin

Coding Lesson Plan

Lesson Segment Focus Coding

Lesson 1 of 1

Course & topic addressed Making Your Own World in Code

Date 10/15/99 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to build their own world while coding and be able to describe what they created.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The previous lessons will have been focused on the basics of coding and how to work the app called Tynker.
Knowledge of students background (personal, cultural, or community assets)	

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.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
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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?	I will simply tell the students to let their minds decide what to make and to be as creative as possible.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	
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Materials

Materials needed by teacher for this lesson.	iPad for every student with the app called <i>Tynker</i> downloaded to them all
Materials needed by students for this lesson.	None

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.
3 mins	Introduction: Telling the students what they are about to do	I will say "Okay class! Today we will be coding on the iPads, so everyone needs to be sure to grab one if you have not already."
25 mins	Instruction: Free Working	When every student has an iPad and they are all paying attention I will then say, "Unlock the iPad and open the red-looking app called Tynker. When it opens, click "Projects," then "Create New Project," then "New Project," then decide which one you want to do on your own. You can also create one from scratch if you so wish." If a student is having trouble, I will then assist them in any way that I can. When they were finished with whatever they created, I would then ask them to write a statement up on a piece of paper of what they created. This statement should be in great detail so that I can understand everything clearly. This will tell me if they knew what they were doing for sure or not.
5 mins	Closure: Putting Away the iPads	When I have collected every detail statement about what they created, I will then instruct them all to put away their iPads back on the charging dock and to turn in their descriptive statement into the bin on my desk as a grade.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
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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&ql=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>