

Lesson Plan

Learning Segment Focus: Action Words-Learning Verbs

Lesson 2 of 4

Course & topic addressed: English/Language Arts

Date: 9/22/20

Grade: 2

Student Outcomes

Specific learning objectives for this lesson.	Learning verbs will expand student’s vocabulary. Students will begin the steps of identifying parts of speech. This lesson will enhance their sentence structure and aid in developing paragraphs down the road.
Justify how learning tasks are appropriate using examples of students’ prior academic learning.	At this point students should know the alphabet and continue to review it. This lesson will associate their knowledge of the alphabet and its uses, such as creating words and furthermore creating words that indicate parts of speech.
Justify how learning tasks are appropriate using examples of students’ personal, cultural, linguistic, or community assets.	This lesson allows students to choose the verbs and in turn this brings forth a variety of cultural and linguistic examples.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. L.2.5 – Identify real-life connections between words and their use.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Parts of Speech Verbs
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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)?	The lesson will cover active verbs. Various supports will include, lecture, student involvement and activity, technology, and creativity. The lesson is building upon use of the alphabet. Furthermore, parts of speech will be reviewed and enhance students writing. These steps will prepare students for the next grade level. The lesson will improve writing and reading skills.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Dictionary Thesaurus Smart Board Access to Computer Lab Padlet Board
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Dictionary Thesaurus Projection tool-Smart Board Access to Computer Lab Padlet Board Notebook Pencil
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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)
	<u>Introduction:</u>	Today we re are going to talk about action verbs. Together we will list some and act them out and then we will head over to the computer lab to create a bulletin board of verbs.
	<u>Instruction:</u>	First, define action verbs. Write this definition on the board. Next, I have the students act out the words I provide that are verbs. For example, have the students jump, clap, twist, etc. Now see what words they can suggest and continue adding these words to the board under the definition. Now we are going to take some of the words we have listed and write sentences. This also shows the action of the word. I would suggest to the students to be writing some of this down in your notebook because we are going to head over to the computer lab and may need to look back at what we have been learning for our project. Head over to the lab. I will have projected Padlet. Students have already created a Padlet account and I will assist them in logging in and getting set up. At this point I will explain the project. Student will create a board for each letter of the alphabet. Under each letter students will list a verb, sentence and find a picture that goes along with their sentence. Letter A we will do together. Dictionaries and Thesaurus will be accessible for students. This assignment is going to take some time. Let the students know they will have some time tomorrow to finish and to take their time and do a good job.
	<u>Closure:</u>	When students are at a stopping point, we will head back to the classroom. Time permitting w will review some of the verb's students have found. What is a new verb you used today? What is a verb we acted out today? And so on.

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>To help with remediation and intervention students can be put into small groups. An ESL student should be paired with a non-ESL student to pull from one another. Students may need the lesson modified and only list the verb that coincides with the letter of the alphabet.</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>Instruction includes activity which all students enjoy acting things out. This also creates a memory to draw from when testing. Furthermore, the lesson is building upon prior knowledge as well as introducing new knowledge. Technology is an additional technique taking part in the lesson.</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>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>assessment will be based upon their ability to follow directions and perform individually.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>A unit test will be provided covering parts of speech.</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>The assigned Padlet lesson will be homework for review.</p>

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>Vygotsky's: Creating their own Padlet Action Verb Boards will create independent learners. I will be available to assist throughout the lesson. The lesson develops students communication and comprehension skills.</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 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>;
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