

## Lesson Plan

**Learning Segment Focus: Vocabulary for the Week**  
**Lesson 2 of 16**

**Course & topic addressed: Language Arts**

**Date: 9/21/20**

**Grade: 1<sup>st</sup>**

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	This lesson is done weekly as students' progress through learning new vocabulary. Words are provided on Monday to prepare for test on Friday. The objective is to provides students with a wide vocabulary, as well as incorporating association.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning.</b>	The beginning of the year students will understand each week will be a new vocabulary lesson. This will build upon from week to week and should be something they had begun to experience the year prior.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets.</b>	Since the class will have a mix of diversity, words from different cultures will be introduced. Furthermore, an array of vocab will be used to capture gifted and talented students but all struggling students an opportunity to succeed.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>Word recognition and phonics is apart of 1<sup>st</sup> grade Arkansas Standards. This lesson can lead to meeting RI.1.7 which is to use illustrations to describe key ideas.</b>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<p><b>Cat</b>  <b>Dog</b>  <b>Snake</b>  <b>Horse</b>  <b>Fish</b>  <b>Bird</b>  <b>Lion</b>  <b>Duck</b>  <b>Chicken</b>  <b>Pig</b></p> <p><u><b>Challenge Words</b></u>  <b>Zebra</b>  <b>Giraffe</b>  <b>Monkey</b></p>
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to	Visuals will be included in the activity, creating association with the word. Developing sentences using the vocabulary words will incorporate syntax. Words will be displayed throughout the week in the classroom and students will have to find them. Students will become more attentive to their surrounding and this also provides another visual. Incorporating Happi Words App into the lesson will continue to support association of words and pictures but also
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provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	challenge students to a higher vocabulary and word we may not be able to cover throughout the year.
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**Materials**

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Markers Laminated words Pictures/Visuals of vocabulary word
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Notebook Pencil IPad

**Lesson Timeline with Instructional Strategies & Learning Tasks**

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>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)</b>
2-3 minutes	<b><u>Introduction:</u></b>	It is Monday and it is that time to begin reviewing the words for the week. Animals will be our words for the week.
40 minutes for vocabulary review  20 minutes for app play	<b><u>Instruction:</u></b>	On the whiteboard I will write the first word, cat and ask who knows what this word is. I will also instruct the students to write down the word in their notebook. We will review the word letter by letter and review the phonics of the word. We will continue this process with each vocabulary word. Once we have gone through all of the words, I will have pictures of each word that I will call upon students to come up and match the picture with the correct word. Now that the spelling and association of each word has been reviewed, students will take 15-20 minutes writing sentences that use each vocabulary word. Once this task is completed by everyone, students will get out their IPad and be allowed to play Happi Words for 20 minutes. The first week of classes we will review together how to play this game. Students will keep track of their winnings by the profile they created and the top three students at the end of the year will win a prize.
2-3 minutes	<b><u>Closure:</u></b>	Time to put up IPads. Don't forget to study these words throughout the week for the test on Friday and keep your eye out for words to be displayed throughout the room this week.

### Accommodations/Modifications

<p>How might I <b>modify</b> 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>Student's needing remediation will have different challenge words, more suited to them. If a student is needing additional support an increase in visuals will be provided.                  ESL students will be given the English word with their native word in parenthesis.</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.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p>This lesson plan in itself is offering a variety of techniques to ensure students needs are met. Visuals, technology, building upon weekly vocabulary (scaffolding) and more are being incorporated into this lesson.</p>
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### Assessments: Formative and/or Summative

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p>X <b>Formative</b> / Summative</p>	<p>The vocabulary quiz on Friday is a form or summative assessment. This will collect <b>physical data to monitor throughout the year.</b></p>
	<p>Formative /X <b>Summative</b></p>	<p>Data is being collected by the app that myself and the student can monitor at the end of each use and at the end of the year.</p>
	<p>X <b>Formative</b> / Summative</p>	<p>Students feedback in class can also be a form of formative assessment. Assessing the students capability to match the word and picture creates a formative evaluation.</p>

### Research/Theory

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>Bloom-students will be able to recall the vocabulary they have learned and place it with a picture. They will also be able to recall vocabulary for the end of the week test.</p>
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### Lesson Reflection/Evaluation

<p>What went <b>well</b>?                  What <b>changes</b> should be made?                  How will I <b>use assessment data</b> 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>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;

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<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>