

Name_____Peyton Deason_____

Lesson Plan Template

Lesson Segment Focus_____end punctuation_____ Lesson _____of_____

Course & topic addressed ___ELA___end punctuation_____ Date_____ Grade__1st_____

Student Outcomes

Specific learning objectives for this lesson.	After this lesson the students should feel confident in their ability to use correct end punctuation in sentences. They should be able to understand the tone of the sentences in order to pick the punctuation that matches.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	As this is a review, students should have already reviewed the three different types of end punctuation. This lesson is used as a review to make sure they feel confident as well as a means of assessment for the teacher.
Knowledge of students' background (personal, cultural, or community assets)	The students have already reviewed sentence structure and what components go into forming a sentence. The students should have already learned what punctuation is appropriate for each type of sentence. This lesson will review their understanding and allow them to better develop their recognition skills when it comes to appropriate punctuation use.

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.1.2.B Use end punctuation for sentences.
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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?	
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What will you do to provide varying supports for students at different levels of academic language development?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Exclamation mark – an end mark used to show excitement or shock Question mark – an end mark used to express confusion Period – an end mark used to end a regular sentence.
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Materials

Materials needed by teacher for this lesson .	<ul style="list-style-type: none"> - End point inspiration - White board - Marker - Stickie notes with “?” “!” “.” Written on them
Materials needed by students for this lesson .	<ul style="list-style-type: none"> - Inspiration template without the sentence section filled out - Pencil

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.
10 minutes	<u>Introduction:</u>	I will start the lesson by having my students show tell me example sentences that represent excitement, questions, and regular sentences.

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.
		<p>I will remind the students of sentence structure and how to identify the type of sentence it is.</p> <p>I hope this sparks their memory from the last lesson and gets them excited to learn since they are getting to be involved directly from the beginning of the lesson.</p>
30 minutes	<u>Instruction:</u>	<p>I will remind the students of last week's lesson and ask if anyone knows the different types of sentences.</p> <p>Once someone tells me the different types of sentences I will explain how to identify the differences that set the sentences apart.</p> <p>After we review I will write multiple sentences on the board, but I will not include any punctuation. I will have stickie notes with "?", "!", and "." I will call one student to the board at a time to attempt to place the correct stickie note at the end of the sentence.</p> <p>I will ask the other students to clap once if they think the punctuation is correct, or to clap twice if they do not. After I will tell whether the student got the punctuation right or wrong and how we are able to tell that.</p> <p>After each child has a turn to come to the board, I will present their assignment.</p> <p>The children will look at my inspiration model and create a chart of their own.</p> <p>The punctuation section and the three types of punctuation will already be filled in. Students will create three sentences of their own and write them in the web accordingly.</p> <p>I will walk around and make sure the students are understanding the assignment and meeting the intended learning objectives.</p>
10 minutes	<u>Closure:</u>	

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.
		I will end the lesson by putting a large graphic organizer on the board. I will call a few students up to the board to tell me the sentences that they wrote for each section. This will make the students feel very important to the lesson and hopefully help them retain the information to carry into tomorrow's lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? 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?	
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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.

Below is the copy of the graphic organizer I will be using. The students will also use this as a model for their own assessment at the end of the lesson.

