

Name _____ Raegan Helton

Lesson Plan

Learning Segment Focus _____ **Creating Games** _____ **Lesson** _____ **1** _____ **of** _____ **10** _____

Course & topic addressed _____ **Beginner Coding** _____ **Date** _____ **10/13/2020** _____ **Grade** _____ **3** _____

Student Outcomes

Specific learning objectives for this lesson.	Identify as a class that information can be transmitted using computing devices to make videos, emails, games, and more.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students should have experience from previous lessons and grades, of knowing how to sit at computer and type.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Most of our community today does not know what coding is. In this day and age teaching students coding, typing, and other computer tools will create a more advanced future for the students.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	CC.11.3.2
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Coding Program Software
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Academic Language Support

<p>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?</p> <p>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)?</p>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smart Board, Ipads, overhead projector, and computer.
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	n/a

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)
5-10min	<p><u>Introduction:</u> Explain that we will work together to introduce. Go over rules on how to act around technology.</p>	<p>I will ask the students to face the front and pay attention since this is the beginning of coding. I will explain what coding is and how we use it. Then I will explain the rules on how to act around technology.</p>
30-40min	<p><u>Instruction:</u></p> <p>I will connect my Ipad to projector. Open the HopScotch App. Watch the Tutorial Video on what coding is. Explore options for the students.</p> <p>Ask Students which option they want. Create an Idea of what kind of game we want to make.</p>	<p>I will connect my Ipad to my projector so all of the students can see. When I open the HopScotch app, there are videos on what we are going to do and how to do it. We will watch together as a class, then discuss with the class if they understand or if we need to break it down some more. If we need to break it down more, the website has more introduction videos. Explain we will not get finished today, that this class project will take as recommended 5 weeks.</p> <p>After everything is explained, we will come up with an idea of what we want our game to be about and the colors. (I will have Students plan out on paper) We will start very simple with just 2D games. I will have students come up one at a time to explain or push the buttons of what we need to do to create the object. From there on we will continue for 30 min and repeat for 5 weeks till the game is completed.</p>
5 min	<p><u>Closure:</u></p> <p>Ask the students how they feel about coding, give them websites for practice.</p>	<p>I will create a list for the students to put in their homework folder which contains websites, apps, or videos to help them understand the keyboard, computer, and coding more.</p>

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>.I can modify instruction by having students closer to the board. I can modify by letting them borrow an iPad to practice elsewhere such as resource class. I can also modify by changing the App.</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>If lesson does not go as planned, I have an alternate coding app. If the app does not work, I can go to a website that will explain and show interactive videos to teach until the students are ready.</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>X Formative / <input type="checkbox"/> Summative</p>	<p>Computers</p>
	<p>X Formative / <input type="checkbox"/> Summative</p>	<p>HopScotch App</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</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>On their website - "I am a 4th grade teacher who LOVES your app. Our students have been introduced to coding through it and I am impressed with the creativity they have shown and the skills they are building while creating projects." — Kelley, 4th grade teacher</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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