

Name Rachel Holt

Lesson Plan

Learning Segment Focus Written and Spoken English **Lesson** 1 **of** 2

Course & topic addressed Language Arts – Capitalization, punctuation, and commas

Date 9/21/2020 **Grade** 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to create complete and well-developed sentences incorporating proper capitalization, punctuation, and the proper use of commas.
Justify how learning tasks are appropriate using examples of students’ prior academic learning.	In the L.1.1. standards, students learned how to properly print lowercase letters, as well as how to use nouns, verbs, conjunctions, and prepositions. By combining standards L.1.1. and L.1.2., students will be able to put skills together and build complete sentences.
Justify how learning tasks are appropriate using examples of students’ personal, cultural, linguistic, or community assets.	In first grade, students are beginning to make friends and feel more comfortable at school. In order to communicate well with their friends and teachers, they need to know how to speak and write complete sentences. This skill is also very vital in their future lives.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	L.1.2.A- capitalize first word in sentences, the letter I, dates, and people L.1.2.B- use end punctuation for sentences L.1.2.C- use commas in dates and to separate single word series
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Capitalization, punctuation, comma
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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)?	Academic Language Functions- to describe clearly the meaning and proper use of capitalization, punctuation, and commas so the students can create well established sentences. Students will take part in learning activities that involve the use of the smartboard, videos, and an educational language game. Academic Language Supports- video graphics and music, interactive game, interactive and responsive smartboard. Students at different academic development levels will be able to use what they know in the interactive portions, and the video will be shown to help all the students, no matter what level. Students will learn 3 new vocab words: capitalization, punctuation, and commas. The students will be able to speak and write strong structured sentences, as well as explain why a word needs to be capitalized, a sentence needs, a period, or why a comma must be used.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard, board pens, computer, projector, inflatable beach ball, paper tickets
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	NA

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)
Students will practice the words each day throughout the regularly planned lessons. One – two weeks	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> Vocabulary words: capitalization, punctuation, and commas. 	<p>Teacher- provide definitions and examples for each term</p> <p>Students- after becoming familiar with the vocabulary words, students will take a quiz to show what they know</p>
One – two weeks	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> Introduce video and show each day before the lesson Show interactive PowerPoint on Smartboard and demonstrate how to properly use capitalization, punctuation, and commas. Focus will be on each concept for two days. Students will take turns using the smartboard and interacting with the interactive sentence PowerPoint Students will take turns passing around a beach ball and answering questions from the board. Questions will be based on what letter to capitalize, what punctuation to use, and where to place a comma. If students get a beach ball question correct, they get a ticket to save for later. 	<p>Teacher- show the video daily and give recap of video after showing to make the lesson clearer</p> <p>Teacher- display the interactive questions on the Smartboard and demonstrate what the students will be doing. Show students how to properly use the Smart pens, as well as how to put the three concepts into action.</p> <p>S</p> <p>Students- watch video and learn the three concepts in detail</p> <p>Students- listen to the teacher and watch closely on how to participate in the Smartboard activity.</p> <p>Students- take turns at the Smartboard and implement what they have learned about each concept</p> <p>Teacher- explain to students the game with the beach ball and read off the question when a student has the ball</p> <p>Students- take turns catching and tossing the beach ball while listening to the teacher and answering a question about one of the three concepts.</p> <p>Teacher- provide beach ball and paper tickets for the students to receive if they get a question right during the beach ball game</p> <p>Students- collect ticket as a reward if they are correct, keep up with the tickets, and have the ability to cash them in at a later date</p>

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>Closure:</u>	

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 modify this lesson to meet the needs of certain students I could break the students up into groups based on their learning level, and take turns working with each group so no student feels behind or left out. By breaking up the three concepts and only focusing on at a time, I believe this gives students time and space to learn each one individually, so they are not overwhelmed. If a student goes to a special teacher for remediation or special needs, I could give that teacher the lesson and give them time to work with that students individually to best satisfy their needs. If I have a student with a physical disability, I can hand them the beach ball, rather than another student tossing it to them, or I could help them walk up to the Smartboard if they need assistance.</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>By displaying a video in this lesson, students are able to see the capitalization, punctuation, and commas move around as if they were alive, as well as hear music and childlike analogies to help them remember. The Smartboard activity allows the students to write it out and utilize their senses. The beach ball activity permits the students to move around and answer questions without looking at a screen.</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 type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>Students will take a quiz regarding the three vocabulary words, as well as what each word entails.</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will practice using the three concepts on the Smartboard.</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>The beach ball activity allows the students to verbally answer questions regarding the three concepts.</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>When students are able to learn through a multisensory approach, they retain more information. The full range of senses help students learn the material in a more definite manner. D.G Treichler reported that “people generally remember 10% of what they read, 20% of what they hear, 30% of what they see, and 50% of what they see and hear.” By combining senses, students of all learning styles are benefitted.</p>
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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&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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