



academic language development? (context, peer support, etc.)	
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### Lesson Timeline with Instructional Strategies & Learning Tasks (**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.
5 Minutes	<p><b>Introduction:</b> Teacher will prepare the video to be displayed on the screen. Students will get paper and pencil ready and will turn on their listening ears.</p>	<p>Teacher- “Today, boys and girls, we will be listening to the song Up On The Housetop! We will use what we have learned about tally charts in this activity. In order to do this activity, you must have your listening ears on. There are four words that are repeated throughout the song. (ask students what ‘repeat’ means) You will write these words down and make tally marks for each time you hear that word. When the song is over, we will count up our tally marks and compare them. The four words are <b>housetop, reindeer, Santa/Saint Nick, and ho ho ho.</b>”</p>
20 Minutes	<p><b>Instruction:</b> Teacher and students will write down the four repeated words, so they know what words to listen for.</p> <p>Teacher will play the video and the students will begin to make their tally charts for the repeated words.</p> <p>Teacher and students will discuss and compare their tally charts.</p> <p>Teacher will ask students review questions about the activity. Students will discuss and answer together.</p>	<p>Teacher- write the four repeated words on the board so that the students know which words to listen for. Students- write four repeated words on paper (make sure they are spaced out, so they have enough room to make the tally marks)</p> <p>Teacher- “Make sure you are paying attention and listening for the words!” Begin to play the video (teacher should make tally charts as well). Students- listen carefully for the four words. Each time they hear one of the words they should make a tally mark beside that particular word.</p> <p>Once the song is over, teacher and students will discuss their tally charts and how many marks they have for each word. <b>Housetop</b>- 4 marks <b>Reindeer</b>- 2 marks <b>Santa/Saint Nick</b>- 6 marks <b>Ho Ho Ho</b>- 6 marks</p> <p>Teacher- ask students the following questions about their charts: <b>Q:</b> Which two words were repeated the same number of times? <b>A:</b> Santa/Saint Nick and Ho Ho Ho <b>Q:</b> Which word was repeated the least? <b>A:</b> Reindeer <b>Q:</b> Which word was one short of receiving a diagonal mark? <b>A:</b> Housetop</p> <p>Students- answer the questions together</p> <p>Teacher- “Great job class! I hope you enjoyed this fun activity using a Christmas song.” *if desired, teacher could play the song again just for the students to sing and dance along*</p>
	<p><b>Closure:</b></p>	<p>Students will have practiced their listening skills as well as making and interpreting tally charts.</p>

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.

**Accommodations/Modifications**

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? Gifted Students?	
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**Differentiation:**

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?	
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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	This lesson allows the teacher to monitor student learning and provide feedback to the students throughout the activity.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students are able to improve and evaluate what they know/have learned.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used (as well as experts in the field or national organization positions)	
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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 activity students will be using as part of your lesson

Sources: <a href="https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx">https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx</a> ; <a href="https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx">https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx</a>
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