

## Lesson Plan Template (edTPA)

**Teacher Candidate:**  Rachel Holt   
**Subject Area:**  Writing Prompts   
**Central Focus:**  Write and build complete sentences   
**# of students:**  22  **Class period:**  N/A  **Time:**  N/A   
**Date:**  10/27/2020  **Grade level:**  First

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>W.1.10:</b> Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences. <b>L.1.1.H:</b> Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <b>L.1.1.J:</b> Understand and use question words, interrogatives.
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### Student Objectives for Outcomes

Specific learning objectives for this lesson.	Students will be able to read and interpret writing prompts. They will be able to answer the prompts in complete sentences with the correct capitalization and punctuation.
Describe the connection to previous lessons.	The previous writing standards taught students how to answer opinion pieces and supply reasoning for the opinion. They learned how to answer topics and provide facts about the topic. Previous language standards taught students the use of nouns, personal pronouns, verbs, and conjunctions, which taught them the building of sentences. Students have been introduced to capitalization, punctuation, and spelling as appropriate for Grade 1 writing.
Knowledge of students' background (personal, cultural, linguistic, or community assets)	By making the prompts fun and relatable, students are able to connect their opinion to a real-life scenario. Their answers can be based on imagination or knowledge from outside sources. They are linking what they know or imagined to the curriculum-based prompt.

### Materials

Materials needed by teacher for <b>this lesson</b> . (such as books, writing materials, computers, models, colored paper, etc.)	Fun PowerPoint, computer, projector, whiteboard or smartboard (for projecting the PowerPoint onto)
Materials needed by students for <b>this lesson</b> . (computers, journals, textbook, etc.)	Prompt paper and pencil

### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content? Include at least one language function and at least one discourse/syntax.	<u>Prompt</u> - students must know what a prompt is in order to answer it correctly <u>Punctuation</u> - students must know the different types of punctuation <u>Capitalization</u> - students must know how to capitalize letters and which letters to capitalize in a sentence
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	<p>When the students are able to interpret the prompt and build complete sentences, they can establish their opinion and explain the reasoning behind it.</p> <p>By incorporating the song into the lesson and allowing the students to think about the prompt aloud, they are able to communicate their opinions and share ideas with their classmates.</p>
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**Academic Language Support**

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? (word wall, graphics for key terms, cloze passage, etc.)</p> <p>What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)</p>	
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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.
Daily Morning Routine 15-20 minutes	<p><b>Introduction:</b></p> <p>Students will answer a daily morning question. The prompt will be displayed on the board. We will read the question together so that every student has a clear understanding of the prompt. For this lesson plan, I am going to use ‘Would You Rather Wednesday.’ To answer the question, we will sing the prompt to the song ‘Going on a Bear Hunt.’ The students will then complete their prompt sheet based on the lyrics that we sung.</p>	<p>*Students should already be familiar with the activity and the song since it is a daily routine.*</p> <p>Teacher- Display prompt on the board Read the question aloud and incorporate it into the song</p> <p>Students- Follow along with teacher – read prompt &amp; sing song. Complete the task on prompt sheet once finished singing.</p>
15-20 Minutes	<p><b>Instruction:</b></p> <p>Prompt: Would you rather be a dinosaur or unicorn?</p> <p>After we have sang the song and the students know how to answer the prompt, they will write down their sentences onto the prompt sheet. Once finished, they will place it into the designated box.</p>	<p><b>Lyrics: (to the tune of Going on a Bear Hunt)</b></p> <p>I’d rather be a _____ (Students fill in blank with their answer) *repeat*</p> <p>I’ve got my reason. *repeat*</p> <p>I can explain! *repeat*</p> <p>Look! A sentence! (make binoculars over eyes with hands)</p> <p>I’ll check my spelling. *repeat*</p> <p>And capitalization. *repeat*</p> <p>Punctuate! *repeat*</p> <p>Look! A STRONG sentence! (make binoculars over eyes with hands)</p> <p>I’ve answered the prompt. *repeat*</p> <p>Put it in the box. *repeat*</p> <p>I got a good grade! *repeat*</p> <p>Let’s have a GREAT day!</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.
“ ”	<p><b>Closure:</b> Students will use a familiar song to help memorize how to answer prompts, as well as how to build complete sentences. By incorporating the song into the daily morning activity, students benefit from the routine and expected lesson.</p>	

**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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	This activity is being led by the teacher and occurs while the students are learning. This lesson is apart of the instructional process and is being used continually, which guides the students and allows for feedback.
	<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 (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: <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>