

Name: Rebecca Ring

Lesson Plan

**Lesson Segment Focus: Recognize and produce rhyming words orally/
Improvise short melodic and rhythmic patterns**

Lesson 1 of 1

**Course & topic addressed: Reading Foundational: Phonological Awareness Standard
Fine Arts: General Music**

Date: 10/10/2019
Grade: 1

Student Outcomes

Specific learning objectives for this lesson.	Recognize and produce rhyming words orally using melodic and rhythmic patterns to help produce a strong foundation for reading.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Kindergarten must lay a strong foundation for students to read on grade level by the end of Grade 3. The previous lesson taught the students an understanding of spoken words, syllables and sounds (phonemes). Being able to recognize and produce rhyming words orally is the next step to assist students in learning how to read. If students cannot comprehend this level, that students can fall behind.
Knowledge of student's background (personal, cultural, or community assets)	Practicing rhyming words over time will help increase reading comprehension.

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.	RF.K.2.A Recognize and produce rhyming words orally. CR.1.K.1 Improvise short melodic and rhythmic patterns.
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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? What will you do to provide varying supports for students at different levels of academic language development?	Quick QR Code Reader & Creator app, internet, tablets, homemade instrument (made of sticks, paint, yarn, cardboard, Styrofoam, and bells), singing voices, printed Jingle Bells lyrics with QR code printed on the bottom of the sheet. The students will scan the QR Code with will take them to a YouTube video that will first, sing a line of the song, Jingle Bells, for the students – then have the students sing that line by repeating what they just heard. After completing the song by repetition, everyone will sing the song together.
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p>Snow, go, Sleigh, way, hey Ring, sing Bright, tonight</p> <p>Bells on bobtails ring – (will need to explain that line) Bobtails is the tail of a horse where the hair has been cut short in order to keep it from getting caught in the reins (a narrow strap used to guide a horse) .</p> <p>Fun Fact: The word “jingle” in “jingle bells” is often mistaken as an adjective with “jingle bells” being a type of bell. In actuality, it is thought by musical historians to be an imperative verb, giving the order to jingle bells.</p>
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Materials

<p>Materials needed by teacher for this lesson.</p>	<p>Quick QR Code Reader & Creator app, Internet, tablets, paper handout of lyrics https://www.youtube.com/watch?v=eQ34DSTjsLQ</p>
<p>Materials needed by students for this lesson.</p>	<p>Quick QR Code Reader & Creator app, Internet, tablets, Homemade instruments, singing voices, paper handouts of lyrics</p>

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.
<p>5 mins</p>	<p><u>Introduction:</u></p>	<p>Introduce the new vocabulary words by describing the meaning of each word, how to find the words in dictionaries (and other places) and by providing various ways to use the words everyday vocabulary.</p> <p>Introduce the rhyming words by saying the words one after the other. For example: snow – go, sleigh – way – hey, ring – sing, and bright – tonight.</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.
20 mins	<p><u>Instruction:</u></p>	<p>Begin with whole-class instruction by discussing and defining each vocabulary word. Say each word aloud and have the children repeat each word after the teacher says it. Then read the line those rhyming words are on to help the students make a rhyming connection. Ask the students to raise their hand once they hear the rhyming words.</p> <p>Have the students get their “Jingle Bells” instrument (previously made from sticks, yarn and 2 bells). Next pass out the “Jingle Bells” lyric page to each student. Have the students open their tablets to the Quick QR Code Reader & Creator app, scan the QR code at the bottom of the printed paper, and play the Youtube Jingle Bells song. The video will say a line and the students will sing the same line. This continues until the song ends. Then the video will play the entire song for everyone to sing along. While the students are singing the song, they can jingle their bell every time they hear a rhyming word (which is basically at the end of each sentence). Additionally, the teacher can play her tambourine for each rhyming word.</p> <p>The Jingle Bells handout has the rhyming words color coded. They can take this page home and practice their new rhyming words with their parent/guardian.</p>
5 mins	<p><u>Closure:</u></p>	<p>Individually call on a few students and have them tell what their favorite new rhyming words are and why.</p>

Accommodations/Modifications

<p>How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>Modifications for instruction could include only having students volunteer instead of calling on all students. If every student doesn't have a homemade instrument, I could have the students in groups some of them can clap when they hear a rhyming word and some of them can use their instrument. Then play the song again and the students why did not use an instrument the first time, can use it the second time.</p>
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Individual instruction will allow me to see if the students comprehend the lesson. If they are struggling in this area, I can provide flash cards and websites for that individual to use in their “extra time” at school or at home.
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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.

*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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>