Name Rebecca Ring

Lesson Plan

Lesson Segment Focus: Range of Reading and Level of Text Complexity   Lesson 1 of 5

Course & topic addressed: English Language Arts
Date:9/12/19   Grade: 1

Student Outcomes

Specific learning objectives for this lesson.	Clarify a strong meaning of key works to develop a solid foundation for reading.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Kindergarten and Grade 1 must lay a strong foundation for students to read on grade level at end of Grade 3 and beyond. Grade 1 should be reading independently in the Lexile range between 190L-530L. The Lexile ranges overlap, recognizing that students can slip back if they do not receive reading support.
Knowledge of students background (personal, cultural, or community assets)	Introducing new vocabulary 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.	Rl.1.10 With Prompting and support, read informational text appropriately complex for Grad 1.

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?	Inspirations program, dictionaries, books, internet, pencil, paper, overhead projector

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**elegant * absent * feast * gigantic * discover * previous**

Materials

Materials needed by teacher for **this lesson**.	Inspirations program, dictionaries, books, internet, overhead projector.
Materials needed by students for **this lesson**.	Dictionaries, books, pencil, paper

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.
10 mins	**Introduction**:	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.
40 mins	**Instruction:**	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. Also have the students write the words down on a piece of paper listed from 1-6. Then place the completed inspirations photo on the overhead projector showing an example of how each word is used in context, meaning in context and other meanings of the word. Next break the students up into groups and have them come up with an example sentence for each word. Walk around the room listening to the different sentences the students are coming up with and provide feedback to each group. Finally, have the students stand and tell the entire class their creative sentences.
10 mins	**Closure:**	Individually call on each student and have them tell what their favorite new vocabulary word is and why.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Modifications for instruction could include only having students volunteer instead of calling on all students, or to instead of having the groups write a sentence for every word to assign each group a word and to come up with different sentences.

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.

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	*TO BE FILLED IN AFTER TEACHING*

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;
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