

Name: Ms. Rebecca Ring

Lesson Plan Template

Lesson Segment Focus: Phonics and Word Recognition

Lesson 1 of 1

Course & topic addressed: Thanksgiving Spelling Words

Date: November 14, 2019 Grade: 1st

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to spell words related to Thanksgiving.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students learn new holiday spelling words every month.
Knowledge of students background (personal, cultural, or community assets)	The students in my class all celebrate Thanksgiving.

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.	R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words
--	---

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?	I will create an EBook for the students to read containing the spelling words. The words will be bolded and for the students. This will help reinforce the spelling works.
--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Holiday * turkey * corn * pie * family * Indians * pilgrims * thanks * football * parade
---	---

Materials

Materials needed by teacher for this lesson.	EBook, spelling words, internet, computer, smartboard
Materials needed by students for this lesson.	Pencil and 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.
5 mins	<u>Introduction:</u>	I will introduce all the spelling words. I will tell the students that I am going to read them a story and to be on the lookout for the new vocabulary/spelling words.
20 mins	<u>Instruction:</u>	<p>I will begin class by reading the Ebook. When I get to a spelling word, I will stop and ask the students what the spelling word means. I will have the students use the pictures provided to help them decode the words they do not understand.</p> <p>After reading the story to the students, they will write each of the spelling words on a piece of paper.</p>
5 mins	<u>Closure:</u>	We will close the day by re-reading all the spelling words they wrote on their paper.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Have a printed copy of the words.
--	-----------------------------------

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Additional instruction individually or in small groups will allow me to know if the students are comprehending the lesson.
--	--

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.	
--	--

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>
---	---------------------------------------

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/ed3fd026-939f-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>