**Name: Sarah Green**

**Lesson Plan Template**

**Lesson Segment Focus: Pronouns Lesson 1 of 2**

**Course & topic addressed: Language Arts/English, Pronouns Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: First**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will be able to use and identify pronouns. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | n/a |
| Knowledge of students background (personal, cultural, or community assets) | n/a |

**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. | L.1.1.A   * Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.   L.1.1.D   * Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything). |

**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? |  |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | pronoun |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Whiteboard  Smart board  iPad with Epic  I and You and Don’t forget Who: what is a Pronoun? Book found in Epic app |
| Materials needed by students for **this lesson**. | Small white boards  Dry erase marker |

**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.** |
| --- | --- | --- |
| 5mins | **Introduction**:  Review pronouns with flashcards, and show students examples of pronouns in the room. |  |
| 20mins | Instruction:   * **Explain to your students that a pronoun is a word used instead of a noun** * **Write the following pronouns on the board: he, she, her, him, I, you, we, and they** * **Have students demonstrate with their partner what these pronouns mean by identifying them in the room**   Guided Practice:   * **Using the book within Epic, read aloud and have the students follow along and when they hear or see a pronoun on a page write it down on their white board** * **After each page, choose a student to tell the class what pronouns they found on that page.** |  |
| 5mins | **Closure:**     * **Review and have the students define a pronoun, identify the types pronouns, and use them in a sentence.** |  |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | .(try) |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | (try) |

**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>; <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>