

Lesson Plan Template

Lesson Segment Focus Phonological Awareness

Course & topic addressed Syllables, Rhyming, and Phonemes

Date October 30, 2018 Grade 1st

Student Outcomes

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| Specific learning objectives for this lesson. | TS will be identifying how many syllables are in a word, if words rhyme or not, and beginning, middle, and end sounds of words. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | TS know what a syllable is and how to count syllables. TS know what it means if a word rhymes or not. TS know different phonemes. |
| Knowledge of students background (personal, cultural, or community assets) | TS know what a syllable is and how to count syllables. TS know what it means if a word rhymes or not. TS know different phonemes. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | RF.1.2.C Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words. RF.1.2.B Orally produce one-syllable words by blending sounds (phonemes) including consonant blends. |
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Academic Language Support

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| <p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p> | <p>I will explain the game jeopardy to the students. I will remind them what a syllable is and how to count out syllables. I will remind them what the word “rhyme” means and ask them questions about different words. I will remind them what phonemes are. I will give directions on how we are going to use the game to review. I will make sure each student knows what each picture is before we begin the review game. I will answer any questions the students may have.</p> |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Syllables, rhyme, beginning, middle, end, sound (phoneme) |
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Materials

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| Materials needed by teacher for this lesson. | Powerpoint provided by me |
| Materials needed by students for this lesson. | none |

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 | <u>Introduction:</u> | I will explain the game jeopardy to the students. I will remind them what a syllable is and how to count out syllables. I will remind them what the word “rhyme” means and ask them questions about different words. I will remind them what phonemes are. I will give directions on how we are going to use the game to review. I will make sure each student knows what each picture is before we begin the review game. I will answer any questions the students may have. |
| 30 mins | <u>Instruction:</u> | We will play the review game. |

| 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. |
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| 5 mins | <u>Closure:</u> | We will review what we just did and I will answer any questions the students may have. |

Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | . |
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Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | Make sure everyone can see the pictures I have provided and make sure each student knows what each picture is. We will take turns playing the game but students may have the option to “phone a friend” if they need help with one of the questions. I will read each slide aloud so each student knows what is on that slide. |
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Assessments: Formative and/or Summative

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| 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

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| Identify theories or research that supports the approach you used. | |
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Lesson Reflection/Evaluation

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| 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>;
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