

Name Sydney McClung

## Lesson Plan Template

Lesson Segment Focus Parts Of Speech (end of semester review) Lesson  
20 of 20

Course & topic addressed Parts of Speech  
Date 9/6/19 Grade 3rd

### Student Outcomes

Specific learning objectives for this lesson.	Students should be able to define and give examples of a noun, adjective, verb, adverb, conjunction, and preposition
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have previously learned vocabulary that will allow them to provide examples that fit the definitions of these parts of speech.
Knowledge of students background (personal, cultural, or community assets)	

### 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.	<b>L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.</b> <b>L.3.1.F Use coordinating conjunctions appropriately.</b> <b>L.3.1.G Explain the function of prepositions.</b>
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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?	I will use vocabulary that the students have previously mastered in order to help the students understand the concepts that I am teaching and I will also use diagrams to help demonstrate the definitions and functions of the parts of speech that they will be learning.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>noun, adjective, adverb, verb, preposition, conjunction</b>
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**Materials**

Materials needed by teacher for <b>this lesson</b> .	copies of diagram, copies of worksheet, chart paper
Materials needed by students for <b>this lesson</b> .	pencil

**Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)**

Time	Instructional Strategies & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<b><u>Introduction:</u></b>	I will begin at the white board. I will write the words noun, adjective, verb, adverb, preposition and conjunction. I will then ask the students if any of them happen to already know what these words mean. Then I will begin to explain the definitions of each word with words and/or pictures.
	<b><u>Instruction:</u></b>	Then I will begin to explain the definitions of each word with words and/or pictures. After I have explained these definition to the students I will ask the students to list some examples of these words. When we have listed a few examples I will pass out the diagram of the parts of speech for the students to keep as a reference page. Once these have been passed out I will pass out a worksheet with a series of pictures on it. The students will follow the directions on the worksheet and complete it for a grade.
	<b><u>Closure:</u></b>	Once the students have finished the worksheet, I will ask the students to act out a few of the examples that they came up with when working on the worksheet and we will review the definitions.

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>IEP/504 : Have students focus on listening instead of writing notes and then provide them with notes that are already written for them.</p>

**Differentiation:**

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I will provide auditory and visual instruction through work on the white board and kinesthetic instruction through working on the worksheet and acting out examples.</p>
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**Assessments: Formative and/or Summative**

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment &amp; what is assessed).</p>	<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**

<p>Identify theories or research that supports the approach you used.</p>	
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**Lesson Reflection/Evaluation**

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;  
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