**Name\_\_\_Sarah Palmer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Lesson Segment Focus\_\_\_\_\_\_\_\_\_\_\_\_Coding\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson \_\_\_1\_\_\_\_\_\_\_\_\_of\_\_\_\_\_\_\_4\_\_\_\_\_**

**Course & topic addressed \_\_\_Making and HTML and Body\_\_ Date\_\_10/15/19\_\_\_\_\_\_ Grade\_\_\_3\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will learn how to make an HTML page and add a body |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students are aware of what and HTML is and have prior knowledge of websites. |
| Knowledge of students background (personal, cultural, or community assets) | Students are well-versed technologically due to school focus on technology. |

**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. | **A.7.3.1**  **Create and follow algorithms to**  **accomplish a simple task or solve a simple problem** |

**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 the app Mimo to aide in instructing students. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | HTML, Content, Coding, Website |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Tablets for students, Mimo on each device |
| Materials needed by students for **this lesson**. | n/a |

**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 minutes | **Introduction**: | To begin the lesson, I would start by reviewing the vocabulary words and having a class discussion over what we thought those words meant. I would then explain what each of the words mean and describe how those words are all things that have to do with coding. I would explain how coding is used to build the same websites that we use every day. I would then instruct my students to all get out their tablet and open up Mimo. |
| 10 minutes | Instruction: | After opening up Mimo, I would have my students begin by starting the first lesson over starting the code with “<html>”. I would instruct my students to begin working on the lesson quietly by themselves and to stop after finishing the lesson about “</body”. I would walk around during this time to help students who are confused and answer any questions about the lesson that my students might have. |
| 5 minutes | **Closure:** | After this is done, I would do a quick classroom assessment to check to see what my students learned during this time. I would make modifications to my lesson plan depending on how the classroom assessment turned out. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | For remediation, at first, I would take away the technology. I would see if explaining the content one-on-one made more sense to the learner. If the learner was understanding better, I would see about integrating the technology then. If the learner was not understanding better, I would assess further to try to find the root of the student’s misunderstanding. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I could play a video with pictures and a voice explaining to help learners who learn better by seeing or doing. |

**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>