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

**Lesson Plan Template**

**Lesson Segment Focus\_\_\_Spanish: Colors\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson \_\_1\_\_\_\_\_\_\_\_\_\_of\_\_\_\_\_1\_\_\_\_\_\_\_**

**Course & topic addressed \_\_Colors\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_10/15/19\_\_\_\_\_\_\_ Grade\_\_\_3\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will learn colors in Spanish. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students will have already learned numbers in Spanish. |
| Knowledge of students background (personal, cultural, or community assets) | Students mostly do not come from Spanish speaking homes. Most of this is new information. |

**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. | CNN.6.3.1 Discuss concepts learned in other content areas in the target language, as appropriate for the grade |

**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 Spanish School Bus for Kids to help aide the lesson. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Colors (in English), Colores (in Spanish) |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Tablets, app Spanish School Bus for Kids |
| 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 minutes | **Introduction**: | I will begin by asking students to name their colors. I will then start to ask my students what we have previously learned in our past Spanish lessons which was our numbers. |
| 10 minutes | Instruction: | I will then instruct my students to open their Spanish School Bus for Kids app and press the category Colores. I will also instruct them to stop once they reach the end of the third game. During this time, I will walk around and help students who are having technology issues or those who might have any questions. |
| 5 minutes | **Closure:** | After playing the games, I will ask my students to raise their hand and tell me a color they learned during the games. I will write all of these colors on the board at the front of the classroom and have my students write them down as well to put in their binders. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | For those who do not understand the material at first, I will sit down one-on- one with them to give them an informal assessment to try to figure out where the disconnect of information is. I will then proceed by reteaching the information one-on-one. If the student seems to learn the information better this way, I will then try to slowly integrate the technology games. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I could play a short video at the beginning to review information we have covered for students who are auditory/visual learners. I could also come up with a song and dance movements for students who are kinesthetic learners. |

**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>