

Name Sydney Sweat

Lesson Plan

Learning Segment Focus Coding Lesson 2 of 2

Course & topic addressed Coding in the classroom Date 3/10/20 Grade 6

Student Outcomes

Specific learning objectives for this lesson.	Students will work on coding through Memo to make a website that will publish their writing.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	We will have worked on writing before this. The coding will allow students to create the platform needed to publish the writing.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	This is a lesson that is purposeful and helpful to all students no matter their background or culture. They will use these skills in their lifetime and to help them in other situations. The website and stuff they create will reflect their community assets.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Website, access, creation, guidelines, publish
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>Defining the vocabulary and adding them to our technology word wall is an academic language function I would use. This would allow for the words to always be accessible and helpful whenever needed. As I help students I will make sure the syntax I use corresponds with the vocabulary we went over and reviewed. This will allow the students to see the words used in real life situations.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad with the app installed, google docs, rubric, computers
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	iPad with the app installed, google docs, rubric, computers

Lesson Timeline with Instructional Strategies & Learning Tasks

Time of Day	Instructional Strategies & Learning Activities (This should be a BULLETED LIST)	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	<p>Introduction: To get set up and turn on all iPads to make sure that everything is working properly</p>	<p>Students who are experiencing software malfunctions</p>
50	<p>Instruction: Students work independently on Memo and develop a website. They can go through the tutorials to grow in their skills and work on publishing their website and writing.</p>	<p>Help anyone with questions and demonstrate things that are confusing. I will check to make sure people are staying on task and who might be struggling a little more than others. I am there to observe, assist, and let the technology do the teaching.</p>
	<p>Closure: Double check all things published and submit anything still needed to be done</p>	<p>to see who is missing their publishing and take up iPads.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>.</p> <p>For students who need modifications, this app allows for the user to go as fast or slow as possible. I can allow them to start on this project earlier than other students and extend their time later than other students. This allows for them to be able to fully commit to this project and do the best on it as they can possibly do.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I will have a website made for some students. During the class time that people create and work on their websites and coding these students will go through lessons at their own pace and learn about what they should do and practice the questions and projects. I will then gather the students up and they will use their knowledge they worked on to access their website and publish. I would be with this small group assisting them as needed.</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 & what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>I will walk around and guide students, make observations of who is interested and isn't, and who needs more help than others.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>I will do a summative assessment on what the website is looking like, and how much detail and time went into making it.</p>

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	Blooms taxonomy fits with this lesson very well. Students discover and learn what works best for them and explore the app they are using. They have chances to get creative and work at whatever pace they feel most comfortable in.
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Lesson Reflection/Evaluation

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>; <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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