

Name Skylar Yeargan

Lesson Plan Template

Learning Segment Focus: Writing an email

Lesson 1 of 1 Topic: Language Arts Date 5/2/21 Grade 6th

Student Outcomes

| | |
|---|--|
| Specific learning objectives for this lesson. | <ul style="list-style-type: none"> Students will be able to summarize what they have read Students will be able to write an email of their thoughts of the book. |
| Justify how learning tasks are appropriate using examples of students' prior academic learning . | <ul style="list-style-type: none"> Students should know how to use an email source |
| Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets . | <ul style="list-style-type: none"> Students will be able to write the email how they see fit |

State Academic Content Standards

| | |
|---|--|
| List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | <ul style="list-style-type: none"> W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. |
|---|--|

Key Vocabulary

| | |
|---|-----|
| What vocabulary terms/content specific terminology must be addressed for students to master the content? | n/a |
|---|-----|

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> | <ul style="list-style-type: none"> Students will be writing it on a computer so it should be accounted for |
|---|---|

Materials

| | |
|---|--|
| Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | <ul style="list-style-type: none"> Projector, and the book Webster email by Hannah Whaley |
| Materials needed by students for this lesson. (computers, journals, textbook, etc.) | <ul style="list-style-type: none"> Computer and an email |

Lesson Timeline with Instructional Strategies & Learning Tasks

| Amount of Time | Teaching & Learning Activities (This should be a BULLETED LIST) | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED) |
|----------------|---|---|
| 10 | <p><u>Introduction:</u></p> <p><u>Intro to the class</u></p> | <ul style="list-style-type: none"> • I will start the class by reading the students the book Webster email by Hannah Whaley • Tell the students why I read the book to them • I will then use the project that will show a list of teachers and their email address |
| 35 | <p><u>Instruction:</u></p> | <ul style="list-style-type: none"> • Ask the students to take out their computers and open google doc word. • Then I will say how they are going to write their favorite teacher an email. If they don't know their email, I will either provide them the email or have them look under the school's website for it. • The students will write what they have to say first in google doc before running their email through Grammarly.com to check for errors. • Afterwards the students will send the email out to the teacher and have them submit what they wrote to me. |
| 5 | <p><u>Closure:</u></p> | <ul style="list-style-type: none"> • I will then have the students put up their computers and connect them to the chargers |

Technology Integration

| | |
|--|---|
| <p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p> | <ul style="list-style-type: none"> ● Used the projector to show the email addresses of the teachers that the students can choose from. The students will also use google docs and Grammarly for writing purposes. |
|--|---|

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> | <ul style="list-style-type: none"> ● .ESL students will have help to write in English |
|--|--|

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> | <ul style="list-style-type: none"> ● Students will have Grammarly to help them with grammar purposes |
|---|---|

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> | <input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative | The emails will serve to see how the students are doing on writing. |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |

Research/Theory

| | |
|--|-----|
| <p>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.</p> | n/a |
|--|-----|

Lesson Reflection/Evaluation

| | |
|-------------------------|--------------------------------|
| What went well ? | TO BE FILLED IN AFTER TEACHING |
|-------------------------|--------------------------------|

| | |
|--|--|
| What changes should be made? How will I use assessment data for next steps? | |
|--|--|

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>