

Lesson Plan Template

Lesson Segment Focus: American Sign language

Lesson 1 of 3

Course & topic addressed : Language

Date: November 7, 2019 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Basic sign language alphabet.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have been working on learning other languages around the world.
Knowledge of student's background (personal, cultural, or community assets)	This is a new concept for most students.

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.	CMC. 1. MLI. 2 replace fingerspell words using the ASL manual alphabet.
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Sign language, ASL, language, culture, fingerspell.
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Materials

Materials needed by teacher for this lesson.	PowerPoint EBook
Materials needed by students for this lesson.	PowerPoint EBook

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.
15 minutes	<u>Introduction:</u>	The teacher will ask general questions about what sign language is then the teacher will show the students a video of sign language communication. (10 reasons to learn sign language)
25 minutes	<u>Instruction:</u>	Students will start by having a partner and going over the basic sign language alphabet with each other. Students will make a list of words that they want to learn to finger spell. Students will take turns with partner finger spelling the words on their list. Students will work on spelling different objects they have found around the room to one another.
12 minutes	<u>Closure:</u>	As a mode of assessment, each student will stand up in front of the class and demonstrate how to finger spell their name.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try) children will be working in small groups to help each other with the lesson.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try) students that are struggling with grasping the lesson more than others can work with students that have a higher understanding of the lesson.
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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).	<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

Identify theories or research that supports the approach you used.	
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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>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

