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## Lesson Plan Template

Lesson Segment Focus: Commas: In Dates, Place, and A Series

Lesson 1 of 1

Course & topic addressed: English/Language Arts

Date: 12/03/2019

Grade: 1<sup>st</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to use commas in dates and to separate single words in a series.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have previously learned what a comma is, and how to use it in a regular sentence.
Knowledge of students background (personal, cultural, or community assets)	Forms of punctuation are used differently in other languages. Some may not use commas at all, while some may use them differently in sentences.

### 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.	L.1.2.C Use commas in dates and to separate single words in a series.
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### 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?	Vocabulary terms will be placed on the word wall, replacing the words from the week before. I will refer to the word wall on multiple occasions when going over the lesson. The students will also have access to the vocabulary words in their binders.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Comma</b> <b>Date</b> <b>Place</b> <b>Series</b>
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## Materials

Materials needed by teacher for this lesson.	SmartBoard Promethean Activity (Commas in Dates, Places, and Series)
Materials needed by students for this lesson.	Cards with sentences Cards with a single comma

## 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	<u>Introduction:</u> Class Discussion	First, I will introduce the lesson by asking the students if they know what a comma is, and when to use a comma. After a short classroom discussion, I will open the promethean activity on the board.
35	<u>Instruction:</u>  Promethean Activity  Group Work/ Activity	<p>With students split into their pods (of 4), I will begin the activity. We will go through each slide as a class. On the first slide, I will enter the date. The students will then be prompted to tell me where the comma goes in between today's date. Next, I will ask students one by one to come to the board and insert the comma where they believe it should go in the date. If the comma is incorrect in the space it already is in, then it is the student's responsibility to point that out and fix it. On the next slide, the students will come up one by one to the board and write the correct date for what it is asking. (Example: Tomorrow's Date- 12-4-19)</p> <p>On the next slide, I will enter our town and state. The students will then be prompted to tell me where the comma goes in between the town and state. Next, I will ask students on by one to come to the board and insert the comma where they believe it should go in the sentence (between the town and state.)</p> <p>On the next slide, I will explain the use of commas in a series. On the next slide, I will read it aloud, and allow the students time to decipher which sentence is correct out of the three, with the same on the next two slides.</p> <p>After we wrap up the promethean activity, I will pass out long strips of paper with either dates, towns &amp; states, or a series of words, along with smaller pieces of paper that are just commas. Students will work together as a group to decipher where to put the commas on their strip of paper. After each group has completed their strip, the students will pass the strip to the next group. After each group has completed each strip of paper, students will sit in their seats and wait for further instructions.</p>

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	<b>Closure:</b> Clean Up  Discussion	After each group completes the strips of paper, and has taken a seat, one member from each group will bring their supplies to the front of the classroom. After this, the students will take a seat, and we will reflect upon what we have learned.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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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)
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	For this, I can provide a worksheet for students to place commas in the correct places in the dates, places, and series. It will be given after the lesson is complete.
	<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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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What changes should be made? How will I use assessment data for next steps?	
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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.

Promethean Activity: <https://prod.classflow.com/classflow/#!/product/itemId=050ec190bf224510a77af0229b29ffa9>

\*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>