

Lesson Plan Template

Lesson Segment Focus: **Sorting**Lesson: **1 of 1**Course & topic addressed: **Sorting common objects into categories**Date: **1.29.19**Grade: **Kindergarten**

Student Outcomes

Specific learning objectives for this lesson.	Gain a sense of understanding how to sort common object into larger categories
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have to have knowledge of the common object that will be sorted into larger groups. For example: Knowing that pizza is a food.
Knowledge of students background (personal, cultural, or community assets)	As the teacher, I will need to know where the students are in their understanding of object sorting before the lesson begins. This comes from what their parents/guardians have taught them this far. I will gain this understanding by asking question after the video is played.

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.K.5.A: Vocabulary Acquisition and Use
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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>	<p>Asking questions, and helping students when they don't know the answer. For students at different academic levels I will allow them to do the assessment based on that. If they are at a higher level of understanding they can complete the assessment individually. If they are not at a as high level, they will have the choice to complete the assessment as a group. If they are at a low level, I will offer my assistance during the assessment.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p>“objects”</p> <p>“category”</p> <p>“sorting”</p>
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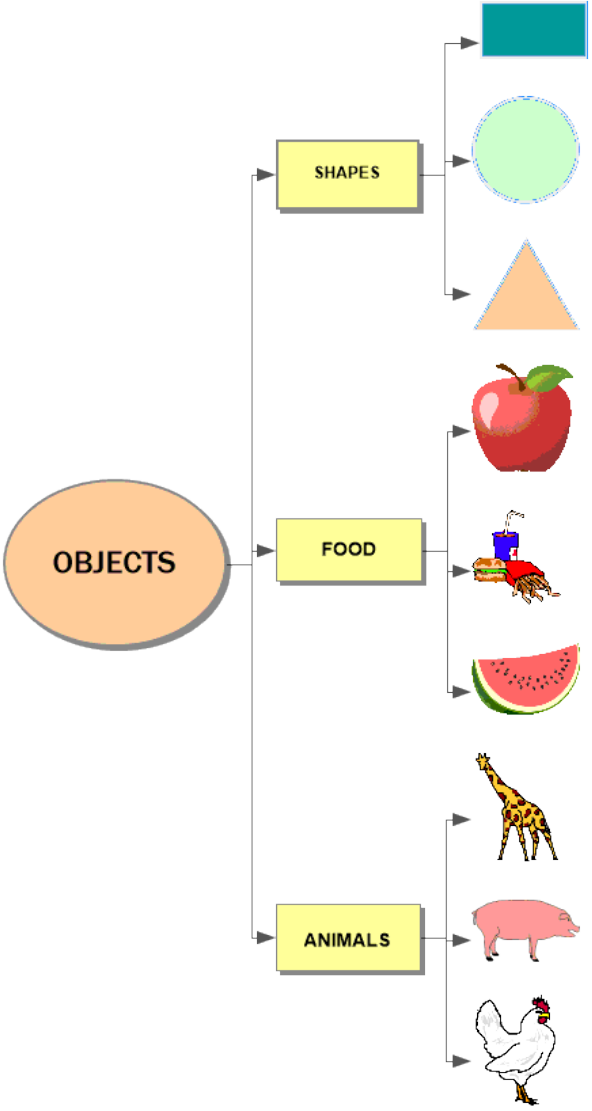
Materials

Materials needed by teacher for this lesson.	<p>YouTube sorting video: The Book “Sam Sorts” by Marthe Jocelyn OR The book “Sort it Out” by Barbara Mariconda Actual objects for students to sort. Ex. Shapes, colors, animals Assessment worksheet **inspiration web Cut out of object for assessment worksheet</p>
Materials needed by students for this lesson.	Glue stick

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.
6 mins	<u>Introduction:</u>	<p>I will begin this lesson by getting the students attention by using a “call out.” For example: Me: “If you can hear me clap once” Students: “Clap once.” Me: “If you can hear me clap twice.” Students: Clap twice.”</p> <p>I will then direct the student’s attention to the smart board where I will play a sorting video: VIDEO Once the video is complete, I will ask the students to raise their hand to tell me once thing about the video. I expect things like “put all the same things together” this video gives the students an introduction to sorting.</p>
30 mins	<u>Instruction:</u>	<p>I will then instruct the students to move to the story time rug. I will instruct them to move by tables. One table at a time. Each table should be on the rug once I count to five. Once the students on seated on the story time rug I will read the book “Sam Sorts.” While reading, I will ask questions to allow students to begin to think more in depth about sorting objects into groups.</p> <p>I will instruct them to move back to their tables. Moving to the table will be done in the same procedure as moving to the story time rug. Each table will have five seconds to be seated from the rug to their table.</p> <p>I will already have different object at table. I will ask each table to work together to sort objects into a specific category. Ex: I will ask the students to look at the objects on their table. I will ask them to tell me what they see by raising their hand. I will them ask them to work together as a group to sort all of the animals together. I will give them a minute to sort and then we will discuss what they have sorted. I will do this for several different categories like shapes, foods, colors, etc. After each sorting, a discussion about what was sorted will take place.</p> <p>Once this activity is complete, I will ask a series of question to assess their understanding. I will ask question like, “can anyone tell me something about sorting object?” I suspect answers like “they all have to be the same.”</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.
15 mins	<u>Closure:</u>	<p>For me the teacher to assess the students learning and understanding of the four seasons, they will have a worksheet to complete.</p> <p>I will ask the students to get out their glue sticks.</p> <p>I will ask one student to help me pass out the cut outs and the worksheets **The worksheet are the inspiration web**</p> <p>Once everything that each student needs to complete the assessment is handed out I will explain the instruction and expectations. I will also tell the students that if they need any help at all to raise their hand, and I will come to them. I tell them to begin.</p> <p>Assessment worksheet **inspiration web will have categories listed, and the students will glue each object in the corresponding category. Ex. Pizza will go in the food category.</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.
		 <p>The diagram illustrates the classification of objects into three categories: SHAPES, FOOD, and ANIMALS. The central node is 'OBJECTS', which branches into these three categories. Each category is further detailed with specific examples:</p> <ul style="list-style-type: none"> SHAPES: Includes a square, a circle, and a triangle. FOOD: Includes an apple, a picnic basket, and a watermelon slice. ANIMALS: Includes a giraffe, a pig, and a chicken.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could modify this lesson by having the assessment done in groups. I could also modify the lesson by assisting in the assessment. I could work alongside them, and let them “tell me” what to do.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<p>I used visual strategies by using the video and book.</p> <p>I used verbal strategies by using the book and discussion</p> <p>I used hands on strategies by doing the activity where they sort things in groups</p> <p>I used group work task</p> <p>I used individual work for the assessment</p>
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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	Formative assessment by asking question and hands on activity
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Summative assessment is given at the end of the lesson to test students understand as a whole
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	N/A
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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/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>

