

Lesson Plan Template

Lesson Segment Focus: Recognizing and writing all Capital and Lower-Case Letters

Lesson: 1 of 1

Course & topic addressed: Recognizing and writing all Capital and Lower-Case Letters Date: 4.11.19 Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to recognize all upper- and lower-case letters. Students will be able to print all upper- and lower-case letters.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will already know the letter of the alphabet and have had experience writing all the letter. This lesson is just giving them practice and reinforcing material that has already been taught
Knowledge of students background (personal, cultural, or community assets)	Knowing if students can recognize letters and knowing if students can write letters on their own.

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.1.K Print all upper and lowercase letters legibly RF.K.1.C Recognize and name all upper and lowercase letters of the alphabet
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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?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Upper case Lower case
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Materials

Materials needed by teacher for this lesson.	Several copies of the writing letters ebook/interactive book Magic markers Lower case letter worksheet Upper case letter worksheet
Materials needed by students for this lesson.	crayons

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.
	<u>Introduction:</u>	This will be the start of our daily language arts center time Students will be placed into to groups
	<u>Instruction:</u>	Center: each student will have an interactive writing letter book where they will use a magic marker to write each letter (upper and lower case) of the alphabet Center: Students will have a worksheet where they practice writing lower-case and uppercase letters. They can use their crayons to make this a little more fun and colorful. Center: technology center: students are allowed to play a game that reinforcement letters Center: students will complete an activity where they recognize the letters in their name and complete their name using a craft. Center: assessment center: individually I will ask students to come sit with me. I will ask the write letters (upper and lower case) that I know that specific student has been struggling with. I will ask them to identify a specific letter from a group and so on
	<u>Closure:</u>	To close I will gather the students on the story carpet and read a book about letters. While I read, I will ask them questions for a group assessment

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.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	
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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	Formative: Individual assessment when asking specific question about specific letters
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Summative: group assessment at the end
	<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>;
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