

Lesson Plan Model¹

Lesson Title/#: Punctuation People

Grade Level: K

Learning Central Focus

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| <p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p> | Punctuation |
| <p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p> | L.K.2B Recognize and name end punctuation |
| <p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p> | In this lesson the students will learn the basics of end punctuation i.e. Period, question mark, and exclamation point. After reading the short story the students should have a better understanding of what each punctuation mark does. |
| <p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary</p> | The students should already be working with using punctuation marks at the end of sentences. |

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

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| <p>to support the learning of the skills and concepts for this lesson?</p> | |
| <p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p> | |

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

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| <p>Launch <u> 5 </u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p> | <p>During this time, I will discuss/ ask questions about punctuation and PowerPoint background knowledge</p> |
| <p>Instruction <u> 10 </u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts)</p> | <p>Instruction time will consist of me reading the Ebook to the students and answering any questions the students have.</p> |

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| <p>to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p> | |
| <p>Structured Practice and Application ____20____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> | <p>During this time the students will be given worksheets that have pre-made sentences on them. The students will get to determine which punctuation goes at the end of each sentence and then they will read the sentences outloud to petter understand how the punctuation is read.</p> |

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| <p>How will you determine if students are meeting the intended learning objectives?</p> | |
| <p>Closure <u>5</u> Minutes</p> <p>How will you end the lesson?</p> | <p>During this time we will go over any mistakes or questions the students have and close with the punctuation song.</p> |
| <p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p> | <p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p> |
| <p>Student Interactions</p> <p>How will you structure</p> | <p>Students will be seated at their table groups and they will be discussing their worksheets as a table</p> |

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| <p>opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p> | |
| <p>What Ifs What might not go as planned and how can you be ready to make adjustment?</p> | <p>If a student does not know how to read or write, they may struggle with the assignment. In this case I will let a more advance student help them or I will walk them though the assignment.</p> |
| <p>Theoretical Principles and/or Research-Based Best Practices Why are the learning tasks for this lesson appropriate for your students?</p> | |
| <p>Materials What materials does the teacher need for this lesson? What materials do the students need for this lesson?</p> | <p>Teacher: Computer, Powerpoint w/ Ebook, Pre-made worksheets Student: Pencil</p> |

Academic Language Demand(s):

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| <p>What language function do you want students to develop in this lesson? What must students</p> | |
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| understand in order to be intellectually engaged in the lesson? | |
| What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson | |
| What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson? | |
| What are your students' abilities with regard to the oral and written language associated with this lesson? | |
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| How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson? | |

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

| Type of assessment (Informal or Formal) | Description of assessment | Modifications to the assessment so that all students could demonstrate their learning. | Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide? |
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Analyzing Teaching

To be completed after the lesson has be taught

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| <p>What worked? What didn't? For whom?</p> | |
| <p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p> | |
| <p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p> | <p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p> |
| <p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p> | |

Resources:

Attach each assessment and associated evaluation criteria/rubric.