

Summary

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44% SIMILARITY SCORE 14 CITATION ITEMS 11 GRAMMAR ISSUES 0 FEEDBACK COMMENT

Internet Source 0%

Institution 44%



College of Education

LESSON UNIT PLAN TEMPLATE

Section 1: Lesson Preparation

Teacher Candidate Name: Dustin Baldwin

Grade Level: K-5

Unit/Subject: English

Title of Unit and Brief Summary: Reading, writing and oral communication; the main focus is learning language from language. Learning how to deal with grammar, pronunciations, vocabularies and functional language. Also how to derive vocabularies from sentences and boost fluent communication from the students.

Classroom and Student Factors/Grouping: The classroom contain student with different abnormalities so I will be required to group students in different groups. Finding a common ground for also the students will be difficult. The class will need a lot work since each student will have to be treated differently.

	Day 1	Day 2	Day 3	Day 4
National/State Learning Standards <i>List specific grade-level standards that are the focus of the lesson being presented.</i>	K-5 Standard Focuses on Reading, Writing, speaking and listening	Standard 9 illustrate more on the importance of writing and reading connections.	Standard 10 explains grade by grade to increase text complexity of learner from the younger age to university level.	6-12 Standard d with Reading, V speaking, listen Vocabulary and speaking.
Specific Learning Target(s)/Objectives <i>Based on state standards, identify what is intended to be measured in learning.</i>	How students should express themselves freely.	Reading. To enable students to read and understand what he or she is reading.	The student has to interpret the context on his or her own understanding.	How the student apply what he c has understood life.
Academic Language <i>General academic vocabulary and content-specific vocabulary included in the unit.</i>	Simple English.	Oral literature, reading and identification of vocabularies.	Sentence structure, grammar and punctuation.	Oral communica and use of vocabularies.
Unit Resources, Materials, Equipment, and Technology <i>List all resources, materials, equipment, and technology to be used in the unit.</i>	Books; story books, English text books and English past papers.	Special needs: Hearing and listening aids.	Students with gifts: Providing different games and drams to boost their gifts	Early finishers. Provide past pa Provide extra le activities.
Depth of Knowledge Lesson Questions <i>What questions can be posed throughout the lesson to assess all levels of student understanding?</i> • Level 1: Recall • Level 2: Skill/Concepts	Level 1: Students should receive and recite facts. They should be able to apply their skills and abilities.	Level 2: Includes adoption of mental processing that leads to beyond reproducing of response.	Level 3: Students are expected to know beyond the text and should exhibit different skills and abilities.	Level 4: In this level thir the highest ord expected.

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- Redundant phrase: **main focus** → **focus**
- Punctuation error: **Also** → **Also,**
- comma between...: **abnormalities...** → **abnormalities...**

Student: Submitted to Grand Canyon Unive...

Student: Submitted to Grand Canyon Unive...

Passive voice: **is intended to be**

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Grammatical problem: missing 'to': **do**

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Student: Submitted to Grand Canyon Unive...

- Level 3: Strategic Thinking
- Level 4: Extended Thinking

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Section 2: Instructional Planning

	Day 1	Day 2	Day 3	Day 4
Anticipatory Set <i>How will students' prior knowledge be activated as well as gain student interest in the upcoming content?</i>	Interaction with students. Start by telling a story, so as to get the students attention.	Choose a title that aligns with the previous class lessons. Then let the students read by themselves to improve the reading skills.	Students have to explain what they have read by themselves, considering their own understanding.	What lessons have learned? And how they going to apply they have learned in life situation?
Presentation of Content				
Multiple Means of Representation <i>Describe how content will be presented in various ways to meet the needs of different learners.</i>	Verbal communication.	Reading books.	Verbal communication or composition writing or literature writing.	Writing of short notes summaries.
Multiple Means of Representation Differentiation <i>Explain how materials will be differentiated for each of the following groups:</i> - English Language Learners (ELL) - Students with special needs - Students with gifted abilities - Early finishers (those who finish early and may need additional sources/support)	English language learners: Use more example and illustrations from the entire course	Students with special needs: Provide different prints to show the unit and use other electronic devices to meet all the expectations of the learners.	Students with gifted abilities. Access previous student knowledge and abilities of the unit. Provide different options of textbooks to guide them.	Early learners. Identify other texts that offer more understanding about
Application of Content				
Multiple Means of Engagement <i>How will students explore, practice, and apply the content?</i>	Reading of books.	Application of short questions.	Questions from students.	Literature writing.
Multiple Means of Engagement Differentiation <i>Explain how materials will be differentiated for each of the following groups:</i>	English language learners: • Student to student communication total	Students with special needs: • You should design lessons that are	Students with gifted abilities. • Look for strengths in the students	Early finishers: • Do non-educational activities and application of what they have learned in real life.

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Statistically detect wrong use of ...: **the** → **he**

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Spelling mistake: **learnt** → **learn**

- English Language Learners (ELL) - Students with special needs - Students with gifted abilities - Early finishers (those who finish early and may need additional sources/support)	participation of students in class. • giving tasks to students. • Final examinations.	related to styles students are learning. • Grouping students basing on topic, interest and how they're are doing assignments	showed in different fields. • Find different interest from students with gifts. • Consult with different experts to give ideas in supporting the students.	
Assessment of Content				
Multiple Means of Expression <i>Formative and summative assessments used to monitor student progress and modify instruction.</i>	Verbal communication and writing.	Visual communication.	Sports and games.	Content analysis and of their knowledge
Multiple Means of Expression Differentiation <i>Explain how materials will be differentiated for each of the following groups:</i> - English Language Learners (ELL) - Students with special needs - Students with gifted abilities - Early finishers (those who finish early and may need additional resources/support)	English Language Learners (ELL) Allow students to choose what they are good in. Organizing students according to their challenges.	Students with special needs: Accessing diverse learner needs. Evaluating curriculum challenges.	Students with gifted abilities. Provide multiple means of engagement. Provide multiple means of representation.	Early finishers. Give them different games e.g. Sudoku, crossword. Let them practice words. Engage them in drawings
Extension Activity and/or Homework				
<i>Identify and describe any extension activities or homework tasks as appropriate. Explain how the extension activity or homework assignment supports the learning targets/objectives. As required</i>	Homework and Assignments.	Homework and assignments	Homework and assignments.	Achievements.

Student: Submitted to Grand Canyon Unive...

Checks that a sentence st...: **related** → **Related**

Grammatical problem: use the base...: **styles**

were are (we are): **they're are**

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Spelling mistake: **summative** → **summation**

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*by your instructor, attach any
copies of homework at the end
of this template.*

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