

edTPA Lesson Plan Template

Learning Segment Title: What is Communication and Why is it Important?

Grade: 6th

Context:

Students in the class: __14__ Males: __5__ Females: __9__

Students with IEPs: __1__ Students with 504 Plans: __1__

English Language Learners: __3__

Language Proficiency Level (# of students at each level):

Beginning: __1__ Intermediate: __2__ Advanced: __0__ Advanced High: _____

Students with Other Learning Needs: __1__ Mobility Issues

Central Focus: The central focus for this learning segment is to comprehend and demonstrate the knowledge of the communication process and various roles (function). Students will recognize and explain the importance of communication in social, academic, civic and professional roles (vocabulary). In order to analyze how and why communication is used, students will explain the main components of communication and the role communication plays in life (syntax). The purpose for teaching this content is that being able to recognize the process of communication and the various roles it plays. This will help students understand and apply effective communication to their lives (discourse) and make it a known practice that will benefit them for future courses and opportunities they may approach.

Lesson Plan Number:

Lesson Title: [What is Communication and Why is it Important?]

Content Standards

TEKS:

[1.Understanding the communication process. The student demonstrates a knowledge of communication. The student is expected to:

- a. **Recognize and explain the importance of communication in social, academic, civic, and professional roles;**
- b. **Identify the related components of the communication process;]**

ELPS: (if applicable) []

Learning Objectives:

SWBAT #1: (function) [Comprehend and demonstrate the knowledge of the Communication process and various roles.]

SWBAT # 2: (vocabulary) [Define the characteristics of social, academic, civic, and professional communication.]

SWBAT #3: (discourse) [Create a short presentation demonstrating a form of communication.]

SWBAT #4: (syntax) [Explain the main components of communication and the role it plays.]

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Language Demands	Language Supports
Function [Comprehend and demonstrate the knowledge of the Communication process and various roles.]	[A short video will be played at the beginning of class that demonstrates various communication processes. Questioning strategies will be used to recap and confirm information.]
Vocabulary [Define the characteristics of social, academic, civic, and professional communication.]	[Anchor chart with different forms of communication and their characteristics will be shared amongst the students.]
Discourse [Create a short presentation demonstrating a form of communication.]	[Different forms of communication will be modeled for the students.]
Syntax [Explain the main components of communication and the role it plays.]	[To display the main components of communication students will be guided through completing a graphic organizer.]

Focus/Attention-Getter (5 min.): [A short video on the various communication processes will be played at the beginning of class. This will be followed by questioning strategies to recap the information displayed in the video.]

SWBAT #1

Background Information/ Lesson Rationale (2 min.): [Anchor chart with different forms of communication and their characteristics will be shared amongst the students.]

SWBAT #2

Input/Presentation/ Modeling (5 min.): [Different forms of communication will be modeled for the students, which they will later use to create a short presentation demonstrating these communication forms.]

SWBAT #3

Guided Practice (10 min.): [Students will be guided through completing a graphic organizer to display the main components of communication.]

SWBAT #4

Independent Practice (20 min.): [Students will create a short presentation with a paper-copy set of guidelines to follow and to demonstrate one of the various forms of communication that was covered. This independent practice will serve as the

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assessment and the students will have four class meetings to work on it until the end of the week, when they will present.]

SWBAT #3

Modifications for Learners with Exceptionalities: []

Students with IEPs/504 Plans

Repeated and clear instructions will be given along with frequent check-ins.

Students with Specific Language Needs:

For the practice, I will create a separate group of three for the ELL students (the two intermediate and the one beginner). These students will be pre-taught words and phrases that will be used in class along with a list of words that will be used during the lesson.

Students with Other Learning Needs

Mobility issues: A hand out of the notes will be given and the student will be provided excess space in the classroom. A partner will be given in case assistance is needed during the guided/independent practice.

Assessment (10 min.): [Students will present their short presentation over one example of a communication type that was covered in class. Guidelines regarding this presentation will have been given out prior to when they begin working.]

Closure (3 min.): [Summarize the types of communication and their components. Recall how each is used and how it applies to our lives.]

Materials: [No materials are needed for this lesson other than notebooks and writing utensils for notes. The anchor chart and set of guidelines will be handed out in class.]

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Evaluation Criterion Template

Student Name _____ Sample **Date** _____ Sample

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Level Criteria Evaluated	Excellent	Proficient	Adequate	Limited*	Insufficient / Blank*
Terms	Proper term was correctly defined and stated to the class.	Proper term was stated but not defined to the class.	Term was present but was neither stated nor defined.	Term was unclear, unstated, and undefined.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Application of Communication	3 examples were correctly provided Conversation was clearly stated and practiced. Organized conversation from beginning, to middle, to end.	Only 2 example was provided correctly. Conversation was practiced but unclear. Organized conversation from beginning, to middle, to end.	1 example was provided. Conversation was difficult to understand. Conversation was somewhat organized.	No examples were provided Conversation was unpracticed and unclear. Conversation was disorganized.	
Presentation	Followed all guidelines. Reached the minimum amount of time given.	Followed most of the guidelines. Reached the minimum amount of time given.	Followed few guidelines. Less than amount of time given.	No guidelines were followed. Did not reach the amount of time.	

When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

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<https://aac.ab.ca/materials/rubric-materials/>