

Lesson Plan Model¹

Lesson Title/#: Character Comprehension

Grade Level: Kindergarten

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	Identify characters and their similarities and differences
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	RL.K.9 With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures</p> <p>What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies²</p> <p>What are the specific learning goal(s) for students in this lesson?</p>	<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to identify the four main characters (Goldilocks and three bears) 2. Students will be able to tell differences in characters 3. Students will be able to tell similarities in characters
<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 to support the learning of the skills and concepts for this lesson?</p>	Students will need to have heard the story before and paid attention to it and the characters.

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.

<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>	
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Instructional Strategies and Learning Tasks

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

<p>Launch _____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will start by having all my kids stand up and do some stretching exercises (reach for the sky, touch your toes, etc), and then I will have them come sit on the carpet.</p>
<p>Instruction _____ 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) to students' prior academic learning and their personal/cultural</p>	<p>In this lesson I will have my students come to the carpet and sit so I can read them the book. To gain their interest I will take a poll of who has either read or heard of this story before. I will then read the story and ask them questions throughout to make sure they understand what I am reading to them. I will ask questions like whose porridge was too hot and which bed was just right and similar questions. After I am done reading the book, we will complete the chart I made with inspiration. Once that is done we will verbal discuss the characters and retell parts of the book. I will know that my students understand the book if they are able to tell me about the characters and events that happened in the book.</p>

<p>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 _____ 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>How will you determine if students are meeting the intended learning objectives?</p>	<p>My form of assessment will be verbally as a class. Them telling me details about characters and events that happened will be my way of knowing they understand. I can also ask specific questions if they don't cover a part of the book when retelling me information.</p>

<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson with asking each student which character they would want to be and why. This is a fun way to check for their understanding of the characters.</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 opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>If I wanted students to work in groups, I could split them randomly and assign each group a character. Their job is to give me as much information about that character as possible.</p>

<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The students might not retain information like I hope so I might have to reread the story or check for comprehension more frequently. There could also be a technological difficulty and I could draw my inspiration chart on a piece of big paper instead of pulling it up on the smartboard.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Teacher: Smartboard, Inspiration, Goldilocks and the Three Bears story, Large paper and markers in case of difficulty, Computer</p> <p>Students: Nothing</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	

<p>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?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>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?</p>	

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?

Analyzing Teaching

To be completed after the lesson has been taught

<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:

This is what a finished one could possibly look like. The students will come up with what goes beside each character.

