

Lesson Plan Template

Lesson Segment Focus: Language Arts

Lesson: 3 of 3

Course & topic addressed: Character, Plot, Setting

Date: March 14, 2019 Grade: 2nd Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to read our class book, identify character, plot, and setting from the book. Students will also be able to create their own story and create a video acting out their story that also contains characters, plot, and setting.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Background knowledge of character, plot, setting, and Splice Video Editor is helpful for this lesson and activity.
Knowledge of students background (personal, cultural, or community assets)	I will understand some students may not understand how to fully use the iPad application.

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.	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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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?	I may have to take extra class time to review how to use the Splice Video Editor App.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	character setting plot
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Materials

Materials needed by teacher for this lesson.	lesson plan, class book, pointer, ipad
Materials needed by students for this lesson.	Ipad, scratch paper, pencil

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.
15 minutes	<u>Introduction:</u>	We will read our classroom book of the week. We will review the definitions of character, setting, and plot definition that we learned from a previous lesson.
45 minutes	<u>Instruction:</u>	<p>Students will split into groups of 5-6. Each group will come up with their own short story that includes at minimum 3 characters, a setting, and a plot. They will use their Ipad and the app Splice Video Editor, to create a short video of them acting out their group script.</p> <p>***This activity may need more time, or class time on a different day.</p>

20 minutes	Closure:	We will review the definitions of characters, setting, and plot. Then we will watch each groups video.

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?	I will be walking around the room throughout the activity to help students writing their script if needed and to help them use the app correctly if needed.
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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	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<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/Student Teachers/edTPA-Lesson Plan.doc+&cd=2&hl=en&ct=clnk&gl=us](http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/Student+Teachers/edTPA-Lesson+Plan.doc+&cd=2&hl=en&ct=clnk&gl=us); <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>