Lesson Plan Model[1]

Lesson Title/#: Charlotte's Webb Analysis

Grade Level: 2nd Grade Reading

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	Students will complete the reading in Charlotte's Web before coming to class. In class the students will break down the book's characters, setting, and plot.
Content Standard What standard(s) are most relevant to the learning goals?	CCSS.ELA-LITERACY.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.
Student Learning Goal(s)/ Objective(s) **Skills/procedures** What are the specific learning goal(s) for student in this lesson? **Concepts and reasoning/problem solving/thinking/strategies[2]** What are the specific learning goal(s) for students in this lesson?	Students will have a clear understanding of who the major characters are. Students will be able to point out the setting of the book with no problem. Students will be able to describe the plot of the story to classmates and myself. Students will learn about characters, setting, and plot in this lesson.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do **these** students have that are necessary	Students must already have an understanding of the book they are analyzing to be successful with this lesson. The students have not learned what make up the characters, setting, and plot of a story.

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[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.*

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

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

Launch ___5___ Minutes How will you start the lesson to engage and motivate students in learning?	I will start the lesson by asking my students a series of questions about the book ending. This will engage my students and focus them on Charlotte's Web. I will allow them to talk back and forth about what happened in their reading at home.
Instruction ___30___ Minutes What will you do to engage students in developing understanding of the lesson objective(s)? How will you link the new content (skills and concepts) to students' prior academic learning	I will engage students in developing understanding of lesson objectives by placing the objectives on the board. This will allow my students to see what exactly it is that they are learning about today and the end goal of the day. I will tie in the new content with their prior knowledge by introducing the characters, setting, and plot as they bring it up in our classroom discussion. I will ask my students questions such as: Who was in danger throughout the book? Where were the animals? Did Wilbur move? Who took care of Wilbur? What did Charlotte do to help Wilbur? to allow my students to discuss the characters, setting, and plot before fully understanding what they are. I will then place the words Character, Setting, and Plot on the Smart Board.

and their personal/cultural and community assets? What will you say and do? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives?	I will explain what a character of a story is. After I finish this, I will ask my students for names of some of the characters in Charlotte's Web. As they call out names, I will write them on the board under the word Characters. To help my students have a better understanding of the main character, I will hand them a print out of a graphic organizer from Inspiration that describes Wilbur and his main traits. I will then explain what the setting of the story is. After I finish this, I will ask my students where the book took place. As they call out the different places, I will write them under the word Setting. I will lastly explain what the plot of a story is. I will then draw a simple plot diagram under the word Plot on the board. The students will be engaged in the lesson by providing the information for me to write. This will allow them to see what they said in the place it belongs on the board. Students will discuss with one another, look through their books, and discuss with me about each of the concepts of the story. If the students are not able to name the correct things under each idea, I will go back and explain again what that is and give them ideas of what belongs under that word.
Structured Practice and Application ___15___ Minutes How will you give students the opportunity to practice so you can provide feedback? How will students apply what they have learned? How will you determine if students are meeting	I will give students the opportunity to practice so I can provide feedback by completing a worksheet after I have explained everything in front of the class. The students will apply what they have learned about the characters, setting, and plot to complete the worksheet. I will be able to determine if students are meeting the intended learning objectives based off our class discussion of characters, setting, and plot. I will also be able to measure their understanding by looking at the worksheet.

the intended learning objectives?	
Closure ___10___ Minutes How will you end the lesson?	I will close out my lesson by having my students write a short paragraph about Charlotte's Web. In that paragraph students are to write about the characters, the setting, and the plot. This will allow the students to show me that they fully understand these concepts.
Differentiation/ Planned Support How will you provide students access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	*Whole Class*: *Groups of students with similar needs*: *Individual students*: *Students with IEP's or 504 plans*: *Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings*:
Student Interactions How will you structure opportunities for students to work with partners or in groups? What	Students will work with their assigned groups and the entire classroom during the group discussion. Students will already be seated with their groups, so I will not have to reform groups before each class.

criteria will you use when forming groups?	
What Ifs What might not go as planned and how can you be ready to make adjustment?	My students might not understand the lesson completely by the time I want them to. I could adjust by adding another day to this lesson or just extending it into the next hour.
Theoretical Principles and/or Research–Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	
Materials What materials does the teacher need for **this lesson?** What materials do the students need for **this lesson?**	Charlotte's Web, Smart Board, Computer, Worksheet Charlotte's Web, Pencil, Paper

Academic Language Demand(s):

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?	

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?	
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?

Analyzing Teaching
To be completed after the lesson has be taught

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

Resources:

Attach each assessment and associated evaluation criteria/rubric.