

Lesson Plan Template

Lesson Segment Focus Good DeedsLesson 1 of 1Course & topic addressed English/Language ArtsDate 11/26/18 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to describe their good deeds through drawing a picture and writing about what they have done.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	There have not been any previous lessons leading up to this one.
Knowledge of students background (personal, cultural, or community assets)	Students understand the ideas of being polite and kind with one another. They also have an understanding of books and their meanings.

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.	CCSS: ELA-LITERACY.RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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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?	The teacher will describe what it means for someone to do a good deed for another person. This will introduce the lesson idea to the students and make them aware of the academic vocabulary.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	A few of the vocabulary terms/content specific terminology that must be addressed for students to master the lesson are: <ul style="list-style-type: none"> • Deed • Respect • Sincere
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> • worksheet • bulletin board • <i>Horton Hears a Who</i> by Dr. Seuss • SmartBoard/Computer
Materials needed by students for this lesson.	<ul style="list-style-type: none"> • Paper • Scissors • Worksheet • 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.
5 mins.	<u>Introduction:</u>	The teacher will preface the lesson with a discussion on the importance of Dr. Seuss. The teacher will ask the students for the names of their favorite Dr. Seuss books. The teacher will ask the students if they notice anything about what the books have in common.
30 mins.	<u>Instruction:</u>	<p><u>Direct Teaching</u></p> <p>The teacher will have students gather on the rug to listen to a “read aloud” of <i>Horton Hears a Who</i> by Dr. Seuss. The teacher will prompt the students to put their listening ears on. Throughout the story the teacher will prompt the students to participate in the reading by having them complete each line with the correct rhyming word.</p>

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.
		<p><u>Guided Practice 1</u></p> <p>After the story is read the teacher will lead a discussion on the lesson of the story with the students that, “a person’s a person no matter how small.” Some questions that will be asked are: <i>What did Horton do that was so important? How do you think it made the Who’s feel that Horton cared so much? What would have happened to the Who’s if Horton didn’t protect them? What was the lesson of this story? What does, “a person’s a person no matter how small” mean? Have you ever done a good deed for someone else? How did it make them feel? How did it make you feel?</i> The teacher will get various responses from students.</p> <p><u>Independent Practice</u></p> <p>The teacher will have the students return to their desks. The teacher will then explain that the students will be making a clover. The students will be drawing a picture of a nice thing that they did for someone else. On the lines provided, the students will write one sentence that says what they did and another sentence that describes how it made them feel.</p>
10 mins.	<u>Closure:</u>	Have students present their clovers to the class or in pairs.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>Students may work in groups or individually in order to complete their assignments. In order to accommodate for all students, allow extra time to review for lower students and extra worksheets to occupy the time of advanced students.</p>
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students may work in groups or individually in order to complete their assignments. In order to accommodate for all students, allow extra time to review for lower students and extra worksheets to occupy the time of advanced students.
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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/StudentTeachers/edTPA-LessonPlan.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>