

Lesson Plan Template

Lesson Segment Focus: Point of View

Lesson 1 of 3

Course & topic addressed: 1st Person and 3rd Person

Date 4-15-19

Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Students will use padlet to explore the lesson. Students will follow the sequence to learn what point of view is, first person, and then third person. Students will create comic strips in 1 st person and 3 rd person point of view.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have no previous connections to this lesson.
Knowledge of students background (personal, cultural, or community assets)	Students will have read stories in the different point of views, so they have seen examples of these different point of views.

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.3.6 Distinguish their own <i>perspective</i> from that of the narrator or those of the characters, distinguishing the difference between first- and third-person <i>point-of-view</i> narrations.
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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?	Additional instructional supports would be an enlarged chart to show 1 st person and 3 rd person pronouns and differences between the two. I will have multiple books out for children to read organized by the different point of views.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Point of View, 1st Person, 3rd Person, narrator
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Materials

Materials needed by teacher for this lesson.	Padlet boards, computer, chart, and books
Materials needed by students for this lesson.	Personal Laptop, padlet, earphones, and colors/markers

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 minutes	<u>Introduction:</u>	I will have students review what perspective is. I will ask students what perspective in reading and writing is. I will then ask the students if they have ever heard of point of view and what they think it means.
45 minutes	<u>Instruction:</u>	I will then have the children look at the center of the table where I will have placed a single item. I will explain that point of view is how the author tells the story and how it can be told by different people and different viewpoints. To understand viewpoint, I will have each person at the table draw the thing in the center of the table in their journal. I will then ask the students to share with each other what they saw. Students will see how their viewpoints where different and how viewpoint is the way a situation is looked at. I will then have the students open their laptops. Students will work through their padlet at their own pace. While the students are working through their padlet board, I will be walking around assessing understanding and asking prompting questions to see what level of understanding they are at. Students that are struggling with the topic I will add more items to their padlet to view after school with their parents or during free-work later that day.

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	Closure:	I will ask students to help me fill out a large chart like the one that they completed for step 2 of their padlet board. We as a class will look at how 1 st and 3 rd person are different viewpoints, what they mean, what pronouns they use, and any examples of that point of view that they know. I will also call on three students (volunteers) to present their comic strips to the class. I will allow those students to explain the strips but not tell the point of view and let the class figure out what viewpoint.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For remediation, I will add more articles and worksheets to the Padlet to give those students more information and in a variety of sources to reach all learning types.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Since this lesson lets students pace themselves, I will walk around check in on students. If students seem to be struggling, I can work with those students more one on one and give them additional resources. This padlet board allows all learning types to be reached.
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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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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How will I use assessment data for next steps?	
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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>