

Lesson Plan

Lesson Segment Focus: Reading

Lesson 1 of 1

Course & topic addressed: Language Arts/Reading

Date 10/23/2018 Grade 3rd

Student Outcomes

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| Specific learning objectives for this lesson. | Students will read along with my homemade book on power point and then make their own book using power point. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students should be able to use Microsoft Office at a beginner's rate. Using power point will be instructed in class before students begin the project. |
| Knowledge of students background (personal, cultural, or community assets) | None needed. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | RI.3.6 Distinguish their own perspective from that of the author of a text. |
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Academic Language Support

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| <p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p> | I plan on making sure students understand the academic language that will be included in this lesson. Students will have a clear understanding of the vocabulary terms presented to them and what their project consist of. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | <p>Power Point</p> <p>Microsoft Office</p> <p>Computer</p> <p>Novel</p> <p>Vocabulary that is in their book</p> |
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Materials

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| Materials needed by teacher for this lesson. | A large book collection (classroom library/school library) Computers Power Point software |
| Materials needed by students for this lesson. | Just to pay attention and listen to their teachers instruction! |

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. |
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| 10 min | <u>Introduction:</u> | To begin the lesson, I will read the childrens book, “If You Give a Moose a Muffin”, after I read this I will show the students the power point book I made based off the book above. The goal of this lesson is to allow students to write their own book based off of their favorite classroom story book. This should be fun for students and not stressful at all! |
| 40 min | <u>Instruction:</u> | After you have shown your homemade book and introduced power point to your students, have them create one or two practice slides to show that they understand how to use the software that is presented to them. After you have concluded that your students have a full understanding of the software let them read their story book and BRAINSTORM. Brainstorming is important for students because it allows them to place all of their ideas in front of them so they can make DECISIONS! After brainstorming is complete, allow your students to begin making their book on power point! Allow them up to 30 minutes after you have explained everything and have checked for understanding. Students should make up to 6 slides/pages for their book. |
| 10 min | <u>Closure:</u> | Have the students present their books! This is always fun and students really enjoy seeing their peers work! |

Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | I will ensure that the print for students is large and easy to read. I will make sure that I give instructions aloud as well. Students will make sure that students understand the vocabulary terms by going over them in class and assessing their knowledge with a worksheet or two. |
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Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | Since I am using different teaching styles in this lesson I will be able to hopefully reach all students. Because I am demonstrating this in a lesson format and through a visual aid students should learn this with ease. |
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Assessments: Formative and/or Summative

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| 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

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| Identify theories or research that supports the approach you used. | |
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Lesson Reflection/Evaluation

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| 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>