

Lesson Plan

Learning Segment Focus: Understanding Key Detail in Text Lesson 1 of 1 Date 9/20/2020

Course & topic addressed: Finding the Who, What, When, Why, and How Grade: 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to ask and answer who, what, when, why, and how questions to show understanding of key detail in a text
Justify how learning tasks are appropriate using examples of students' prior academic learning.	They are now grasping how to read and comprehend longer books and text. Now they must show they are understanding the text by asking specific questions to understand the book better.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Students are notorious for asking too many questions. They are curious about everything in life. To make sure they are understanding the book, they should be able to read the text and be asked these questions and answer them to the best of their ability/

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	CCSS.ELA-LITERACY.RL.1.1 "Be able to ask and answer questions about key details in a text."
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Who, What, When, How, and Why
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	
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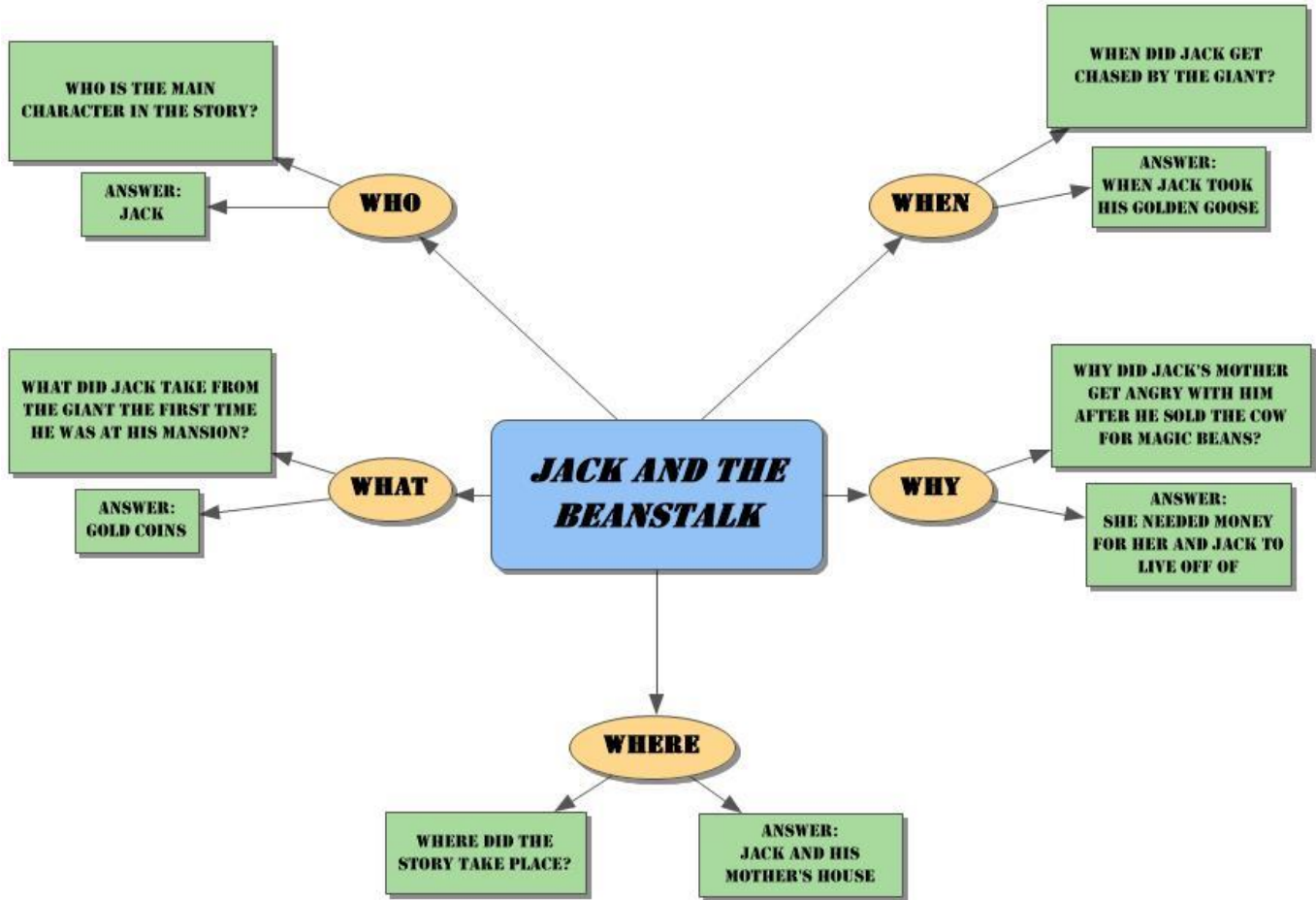
Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	A book Timer Worksheet
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pencil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
About 10 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Ask students if they know what the 5 W’s are • Write them on the board if they come up with the correct answer • Add the ones they didn’t come up with 	<p>While the students are sitting quietly in their chair paying attention to the teacher, I will ask them if they know what the 5 W’s are. As they start to guess, I will put the correct answers on the board. After they are done I will add the words they did not guess. I will give them examples of these types of questions from previous books we have read in the past. Then I will introduce them into the book we are about to read. I will explain how they need to pay close attention because we will be trying to answer some of the 5W questions after.</p>
About 30 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • We will read a book • I will ask Who questions • I will ask What questions • I will ask When questions • I will ask Where questions • I will ask Why questions • I will ask How questions to 	<p>After reading out story of the day, I will ask the students if they thought they understood the book well enough to answer questions from it. I will start asking questions that they will answer on their paper. I will begin asking questions like, “Who sold the cow for magical beans”. Then I will ask questions like, “What did Jack’s mother do when she found out he sold the cow for magical beans.” Then I will ask questions like, “When did the Giant wake up from his nap.” Then I will ask questions like, “Where did Jack see the Giant’s house.” Then I will ask questions like “Why did the Giant chase after Jack when he took the golden goose.” And then finally I will ask questions like, “How did Jack and his mother feel after the goose started laying golden eggs.”</p>
About 10 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • I will ask for volunteers to share their answers 	<p>After I have asked all my questions I will ask for any volunteers to share their answers to some of the questions. This way students can see what their peers wrote down and I can see if they fully understood the book or not.</p>

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>