**Name\_Allyx Pfeifer\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Learning Segment Focus\_\_\_\_\_Compare and Contrast\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson \_\_\_1\_\_of\_\_1\_\_\_ Topic \_Themes\_\_Date\_May 6\_\_\_\_ Grade\_5th\_\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning **objectives** for this lesson. | Students will be able to compare and contrast stories in the same genre on their approaches to similar themes and topics. |
| Justify how learning tasks are appropriate using examples of **students’ prior academic learning**. | Student shave background knowledge of themes and genres. |
| Justify how learning tasks are appropriate using examples of **students’ personal, cultural, linguistic, or community assets**. | Learning tasks are appropriate because I will be able to see if and where students struggle and can  access that situation |

**State Academic Content Standards**

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| --- | --- |
| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics. |

**Key Vocabulary**

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| --- | --- |
| What **vocabulary terms/content specific terminology** must be addressed for students to master the content? | **Genre, theme, main idea, compare, contrast, underlying meaning** |

**Academic Language Support**

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| --- | --- |
| 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?  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)?** | Students will have access to graphics for key terms. Students will have their groups as peer academic language support  Visuals will be provided as well as physical manipulatives.  The vocabulary will be posted on the wall with cognates. |

**Materials**

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| --- | --- |
| Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Computer, pen, paper |
| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | Laptops, phones, paper, pencil |

**Lesson Timeline with Instructional Strategies & Learning Tasks**

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| --- | --- | --- |
| **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)** |
|  | **Introduction**: | To start off the lesson, I will begin by allowing students to pick two books out of the following list:   * Tek by Patrick McDonnell * But it’s just a game by Julia Cook * When Charlie Mcbutton Lost Power by Suzanne Collins * Rox’s Secret Code by Mara Lecocq * Doug Unplugged by Dan Yaccarino * Goodnight Ipad by Ann Droyd * Blackout by John Rocco |
|  | **Instruction:** | Students will be instructed to read their two books silently.  Once finished, students need to take a few notes to identify themes, main ideas, plots, and point of view of each book.  Next, students are to make a PowerPoint presentation about the information of each book.  Once their PowerPoints are almost finished, students will be instructed to open FlipGrid on their phones and make a video comparing and contrasting their two books.  Students will attach this onto their PowerPoint and it is also viewable by all classmates on the FlipGrid app. |
|  | **Closure:** | To close, students will turn in both their PowerPoint and their FlipGrid.  They will present both at the end of class. |

**Technology Integration**

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| --- | --- |
| Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the “fit”** of chosen technologies, showing how the content, instructional strategies, and technology “fit” together. | **For this assignment, I used PowerPoint and FlipGrid as my two technologies. This**  **technology accurately explains the information and**  **allows for students to become familiarized with making comparisons and identifying key information, and to be able to apply that knowledge.** |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I **modify** instruction for:  *Remediation?*  *Intervention?*  *IEP/504?*  *LEP/ESL?*  (All students who have plans mandated by federal and state law.) | Students will be able to use peers as academic language support. Students will have access to their vocabulary and cognates.  Students will have physical copies of articles.  ESL students will be put in groups with students who are advanced in English |

**Differentiation**

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| --- | --- |
| How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?**  (All students who are not on specific plans mandated by federal and state law.) | Teacher will provide contextualized material to all students to need it, or appear to be struggling throughout the lesson. Teacher will also highlight/ color-code various articles. |

**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). | ☐ Formative /☐ Summative | PowerPoint |
| ☐ Formative /☐ Summative | flipgrid |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

|  |  |
| --- | --- |
| Explain **connections to theories and/or researc**h (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.** |  |

**Lesson Reflection/Evaluation**

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| --- | --- |
| What went **well**?  What **changes** should be made?  How will I **use assessment data** for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>