

Lesson Plan TemplateLesson Segment Focus Notetaking and ComprehensionLesson 1 of 1Course & topic addressed Language Arts Reading ComprehensionDate November 02, 2020 Grade 3rd**Student Outcomes**

Specific learning objectives for this lesson.	Students will learn basic notetaking strategies to help with their reading comprehension.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is the first lesson in the segment therefore students will not have prior connections to notetaking.
Knowledge of students background (personal, cultural, or community assets)	Students will should already have basic reading skills behind them.

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.	ELP.2-3.2. participate in short conversations, discussions, and written exchanges
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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?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Reading Notetaking Discussion
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Materials

Materials needed by teacher for this lesson.	Story PowerPoint eBook
Materials needed by students for this lesson.	Story PowerPoint eBook

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.
30 minutes	<u>Introduction:</u>	The teacher will prepare the students for their notetaking by printing out a SLiCK form. This form is a simple notetaking form for students to take notes as they're reading. The teacher will begin reading and pausing after each page, asking questions about the story, and pausing allowing time for students to take notes and ask any questions.
30 minutes	<u>Instruction:</u>	Students will be prepared to listen with their SLiCK notetaking form. Students will listen and as they listen, during each pausing break the teacher gives them they will be taking notes and asking any necessary questions. Students will then be analyzing their notes for the large class discussion. This is individualized work.
15 minutes	<u>Closure:</u>	Class will meet as whole group and discuss with the teacher what they read, any questions they had, all things they found interesting, and be able to know that they comprehended the story better than they would have if they didn't take notes.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Taking longer reading breaks to walk around the room to give more one on one instruction.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I might provide an instructional one on one time in the hall so a student could focus better.
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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>;

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