

Name Amari Turner

Lesson Plan Template

Lesson Segment Focus Language Arts

Lesson _____ of _____

Course & topic addressed Pointing Out Key Details in a Story

Date 4/14/19

Grade 2

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to point out repetition in a story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In First Grade, students learned how to listen and analyze key details in a text.
Knowledge of student background (personal, cultural, or community assets)	Students are familiar with things repeating from stories and music in their everyday lives and even in our classroom

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.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
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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?	Dictionaries
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Key Vocabulary

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

Materials needed by teacher for this lesson.	E-book
Materials needed by students for this lesson.	N/A

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.
	<p>Introduction: I will begin the lesson by introducing students to rhyme and alliteration</p>	<p>I will ask what is rhyming? What is an example of it? I will also ask them to name stories or even songs that constantly repeat certain lines over and over and why they do that? I will explain that these things are done for emphasis and to show importance in text.</p>
	<p>Instruction: As I pull up the story for everyone to see, their job is to clear their desk using our class “Clean up” chant.</p>	<p>I will explain to students that we are going to read a story that will be available on the Smartboard as I read the words aloud. Their job is to listen specifically for words that repeat and to clap three times when they hear these words.</p> <p>*We will practice clapping to make sure that we all do it in sync with one another.</p> <p>After the story, we will talk about what words we heard the most. The repeated words in the story is “Bark, Bark, Bark”</p>
	<p>Closure: To end the lesson, we will watch a video about alliteration in text which is something we will learn about in the next lesson.</p>	<p>Here is the YouTube URL: https://youtu.be/y-koivS_aho</p> <p>While they watch the video, I will monitor the class to make sure that they stay on task.</p>

Accommodations/Modifications

How might I modify instruction for:	They could have shorter stories and have the words that repeat in bold letters to better help them grasp the concept.
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Remediation? Intervention? IEP/504? LEP/ESL?	
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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 will allow them to have the E-book in front of them using personal laptops. They can even have the stories read to them audibly and use headphones.
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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>; <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>