

Name Amari Turner

## Lesson Plan Template

Lesson Segment Focus Language Arts Lesson 1 of 3

Course & topic addressed Reading Comprehension/Auditory Reading Date 03/13/19

Grade 2

### Student Outcomes

Specific learning objectives for this lesson.	The student will identify the who, what, when, where, why, and how of a text. The student will have a deeper level of text comprehension and understanding. The student will read using different voices and analyze differences in characters.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have learned how to analyze who is telling the story and how to understand key details in a text.
Knowledge of students background (personal, cultural, or community assets)	Most students have learned about character differences on television.

### 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.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
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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?	iPads and Dictionaries
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Who, What, When, Where, Why, How</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	iPad
Materials needed by students for <b>this lesson.</b>	iPad

## 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.
7 Minutes	<b>Introduction:</b> Review of previous lesson	To begin, I will ask my students questions about who, what, when, where, why, and how to see what they remember. I will ask them what those terms mean and how we apply them when we read stories.  For practice, I will give them a review story that they have known for a while such as the 3 Little Pigs and ask them to identify the who, what, when, where, why, and how by raising their hands.
10 minutes	<b>Instruction: Read the book and write answers on the board</b>	<ul style="list-style-type: none"> <li>• While the students are cleaning off their desks, I will pass out their iPads.</li> <li>• I will then place the class QR code on the board.</li> <li>• With the QR code reader/creator app, I will have the class scan the code to access the book, <i>After the Fall by Dan Santat</i>. The students will be giving 10 minutes to read it. While they read, I will monitor to class to make sure that everyone is on task</li> <li>• After they read it, I will pick students to write the who, what, when, where, why and how on the Smart board.</li> </ul>
10 minutes	<b>Closure:</b> Check the answers together.	To assess the students, we will look at the answers together and identify which ones were right and which ones were wrong. For the wrong answers, we as a class will pick the right one and explain WHY it was right.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	For students who require modifications and accommodations, I will give them a hard copy of the book a week prior to make sure that they have had time to read it repetitively at home with their families and intervention specialists.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>For students with visual impairments, I will supply them with hard copies of the book.</b>
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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>