

Name Amari Turner

Lesson Plan Template

Lesson Segment Focus Reading

Lesson _____ of _____

Course & topic addressed Identifying Theme/Moral of Story

Date 4/15/19

Grade 2

Student Outcomes

Specific learning objectives for this lesson.	The student will identify the moral of the story and reasons to support that.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have already learned and worked on this in a simpler sense in first grade.
Knowledge of students background (personal, cultural, or community assets)	The 3 little pigs is a popular story that the students have heard before in prior grades.

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.	RI.2.8 Describe how an author uses reasons to support particular points in a text.
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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, internet
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Moral of the story, Theme
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Materials

Materials needed by teacher for this lesson.	Book, bowl, numbers
Materials needed by students for this lesson.	Book, 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.
5 minutes	Introduction: I will review and refresh students' mind about the main point of a story	I will ask the students: What does the "main point" mean when reading a story? I will explain the answer if necessary. I will name some books that we have read as a class and have students tell me what the main point is of those stories.
45 minutes	Instruction: The students will have class reading time and then separate for group reading time.	I will call of the students to the reading carpet. On the carpet, I will read "Pete the Cat and His Magic Sunglasses" by Kimberly and James Dean. The students are expected to listen to the book quietly. I will pause and ask certain questions about key details in the text to ensure that my students are grasping the book. Afterwards, I will call on different students to tell me what they think the <i>main point of the book is and why</i> . I will explain the correct answer if necessary until everyone fully understands. Afterwards, I will have my students pick numbers out a bowl that will pair them with a partner. The two students are required to pick a book from our class library, go to an isolated part of the classroom with an iPad and record a video on iMovie. The iMovie will require them to take turns reading the book orally and to focus on fluency and articulation. Afterwards, they must discuss what they believe the main point is and why just like what we did at the carpet. (An example of what they would turn into me is on my disk and in sandbox.) The students can edit the video for fun and add filters. While they are working in pairs, I will be working with a bigger group of students who need intervention, remediation or are ESL learners, etc.
5 minutes	Closure: To end, the students will reflect on what they have done and tell the class about their book.	Each group will stand up in front of the class and state their book title, what they thought the main point was and why.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	These students can be in bigger groups instead of pairs. The bigger group will be led by me – the teacher to help guide them.
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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 can allow students with visual or auditory problems to sit at the very front of the carpet.
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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/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

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