

## Lesson Plan Model<sup>1</sup>

Lesson Title: Llama Llama Misses Momma

Grade Level: Kindergarten

### Learning Central Focus

<b>Central Focus</b> What is the central focus for the content in the learning segment?	Central focus is to have students accurately describe the main character of the book. Also, describe specific features and or actions of those characters.
<b>Content Standard</b> What standard(s) are most relevant to the learning goals?	RL.K.9 With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories. RL.K.10 Actively engage in teacher-led reading activities with purpose and understanding. RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI
<b>Student Learning Goal(s)/ Objective(s)</b> <b>Skills/procedures</b> What are the specific learning goal(s) for student in this lesson? <b>Concepts and reasoning/problem solving/thinking/strategies<sup>2</sup></b> What are the specific learning goal(s) for students in this lesson?	Specific goal for this lesson is for students to accurately name characters in “Llama Llama Misses Momma”.  Determine who the main characters are and what their role is in the story.
<b>Prior Academic Knowledge and Conceptions</b> What knowledge, skills, and concepts must students already know to be successful with this lesson?  What prior knowledge and/or gaps in knowledge do <b>these</b> students have that are necessary	Prior knowledge of what a character is would be helpful to this lesson.

<sup>1</sup> The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

<sup>2</sup> The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the “Making Good Choices” resource for subject specific components.

to support the learning of the skills and concepts for this lesson?	
<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for <b>this group</b> of students?</p>	

### Instructional Strategies and Learning Tasks

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

<p><b>Launch</b> ____3____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I would start the lesson by gathering the students into a central location (reading rug). Next, I would tell them we were going to read a lovely story. I would show them the book, the cover, the pages, and ask if any students had been read the book before. This will get the students eager and ready to hear the story.</p>
<p><b>Instruction</b> ____10____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior</p>	<p>Read the story to the students. Pausing for questions and picture showing. This is a very relatable book to kindergarten. I will allow students to share how they felt on their first day away from home. For some, this may be pre-k, kindergarten or something else. It will be personal to each student. I will ask the students to express their feelings about Llama Llama and how they relate to him. To help students engage, I will show pictures often and ask them to describe what I just read and what they are seeing. I will determine if students have met the learning objectives by classroom discussion. Students should be able to accurately describe the main characters.</p>

<p>academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p><b>Structured Practice and Application</b> <u>10</u> Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting</p>	<p>To give the students an opportunity to practice what they have just learned, I will use my web created on Inspiration. This web is open-ended, so students can add details that they remembered about the characters.</p>

the intended learning objectives?	
<b>Closure</b> <u>5</u> Minutes  How will you end the lesson?	I will end the lesson by asking the students if they enjoyed the book and why or why not.
<b>Differentiation/Planned Support</b>  How will you provide students access to learning based on individual and group needs?  How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	<i>Whole Class:</i>  <i>Groups of students with similar needs:</i>  <i>Individual students:</i>  <i>Students with IEP's or 504 plans:</i>  <i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i>
<b>Student Interactions</b>  How will you structure opportunities for students to work with partners or in groups? What criteria will you use	Students will encounter interactions by classroom discussion. Discussing the physical traits of the characters, the emotions of the characters and the roles of the characters.

when forming groups?	
<b>What Ifs</b>  What might not go as planned and how can you be ready to make adjustment?	A student might not be able to relate to the story. In this instance, I would ask the student to be empathetic to Llama Llama and try to understand why he might be sad. Also, remind students that everyone has different experiences and it is important to respect everyone regardless.
<b>Theoretical Principles and/or Research-Based Best Practices</b>  Why are the learning tasks for this lesson appropriate for your students?	
<b>Materials</b>  What materials does the teacher need for <b>this lesson</b> ?  What materials do the students need for <b>this lesson</b> ?	<p><b>Llama Llama Misses Momma</b> Possibly a classroom microphone Inspiration Web outlining characters</p>

### Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be	
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intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you <b>support</b> students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

### Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?


## Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your <b>instruction</b>?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.