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## Lesson Plan Template

Lesson Segment Focus: Baby Farm Animals

Lesson \_\_\_\_1\_\_\_\_ of \_\_\_\_1\_\_\_\_

Course & topic addressed: Literacy, Concepts of Print, Physical Aspects of Books

Date: October 24, 2018

Grade \_\_\_\_K\_\_\_\_

### Student Outcomes

Specific learning objectives for this lesson.	Students should accurately be able to identify they physical aspects of a book. Where do you find the title? Where can you find the author?  Students should understand the concepts of print.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Concepts of print will be helpful. What are their real world encounters or experiences with print?
Knowledge of students background (personal, cultural, or community assets)	How involved are parents or guardians? Have students been introduced to material?

### 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.K.1 With prompting and support, ask and answer questions about key details in a text.  RL.K.2 With prompting and support, retell familiar stories, including key details.  RL.K.5 Recognize common types of text (e.g., storybooks, poems)  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.K.5 Identify the front cover, back cover, and title page of a book.
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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?	<b>Cover, author, farm, animals.</b>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	“Baby Farm Animals” reading book. Reading rug would be useful.
Materials needed by students for <b>this lesson.</b>	No materials needed.

### 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 min	<b><u>Introduction:</u></b>	I will introduce the reading book to the students. Gather them on the reading rug and tell them we will be reading a story about farm animals. This is a great opportunity to ask students what their knowledge about farms or animals is. Have they been introduced to this before?
10 min	<b><u>Instruction:</u></b>	I will read the book to the students. I will pause every few pages and ask students if they have any questions. Discussion about each page will also be utilized.

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 min	<b><u>Closure:</u></b>	<p>Review structure of the book. Have the students verbally apply their knowledge of the physical aspects of the book.</p> <p>Review the story. What did we read? What did you like about the book? What did you not like about the book? Would you read this story again? Who were the characters? Who is the author?</p>

#### **Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>Accommodations may be made through visual or hearing adjustments. Some students may need to sit closer to the teacher reading the book.</p> <p>Some students may need more time to process the words/pictures. Important to slowly read the story and allow students to process information.</p>
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#### **Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Story could be read individually to students.
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#### **Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students'	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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### 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>