

Lesson Plan: BrainPOP

Lesson Segment Focus: Retell key details in a story

Lesson: 1 of 2

Course & topic addressed: Social Studies, Marco Polo **Date:** October 16, 2019

Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to retell stories and include key details. Students will be able to identify characters, settings, and major events in a story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have prior knowledge about other countries and continents so that they understand where the story is taking place.
Knowledge of students background (personal, cultural, or community assets)	Students who might have immigrated from another country might have a personal connect to the topics discussed in the lesson, so that needs to be kept in mind.

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.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
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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?	I will help answer questions that students have about the movie that they watch or about one of the answers that they can chose from in the quiz.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Continents, Countries, Cities, the Silk Road
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Materials

Materials needed by teacher for this lesson.	A monitor to play the BrainPOP movie for the whole class, list of groups of students
Materials needed by students for this lesson.	Pencil and paper

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	<u>Introduction:</u>	I will begin by reviewing what they have already learned about countries, continents, and cities. After that, I will begin a discussion about the Silk Road and its purpose throughout history. I will explain to my students that they will need to pay attention to the video because I am going to ask them questions about it afterwards.
20 minutes	<u>Instruction:</u>	I will begin the lesson by playing the BrainPOP movie about Marco Polo over the monitor in my classroom. I will ensure that my students are listening and pause the movie if I need to in order to quiet them down. After the movie, the students will get into their groups that I have posted on the board. Then, I will have the students discuss in their groups the questions that I give them regarding key details in the text. The first question I will ask will be to summarize the movie starting with group telling me two or three details and the next groups picking up where they left off. The other questions will contain information about the characters and settings. I will then instruct the students to create a diagram of the characters, main events, settings, and key details of the movie. They will use their pencil and paper and work on the assignment individually. I will collect these papers and use them as an assessment tool at the conclusion of the lesson.
5 minutes	<u>Closure:</u>	To wrap up the lesson, I will collect my students papers and have them tell the class what their favorite part of the movie was. This might help other students be better able to capture and remember key facts in another story.

Accommodations/Modifications

How might I modify instruction for:	Remediation: I would play the movie a second time, so that students can really understand the content
Remediation?	Intervention: I will specifically design my groups so that the listening comprehension skills are evenly distributed
Intervention?	IEP: I would give these students a smaller amount of questions so that they can really focus on the key details
IEP/504?	ESL: I would turn on the subtitles in the movie so that they can read as they watch
LEP/ESL?	

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I would provide my students with a pre-made diagram so that they are not focused on making one and they can focus on adding the information.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students will discuss the questions in their groups (train of thought)
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students will answer questions with the whole class
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Students will fill out a diagram of the setting, characters, etc.

Research/Theory

Identify theories or research that supports the approach you used.	The Impact of BrainPOP on State Assessment Results, Effects of Animation on Learning
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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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*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>