

Lesson Plan 1

Lesson Segment Focus: Comprehension of challenging texts

Lesson: 1 of 2

Course & topic addressed: Reading, Describing key details of a story

Date: September 5, 2019 **Grade:** 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to determine and describe the characters, settings, and major events in a story using evidence from the text.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have prior knowledge of what the main events, main characters, and settings are in a story.
Knowledge of students background (personal, cultural, or community assets)	Students have a wide variety of backgrounds so answers may vary. Students might recognize an event from a past experience at home, while others might not have been exposed to a similar situation. This could affect their interpretation of the text.

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.1.3 Describe characters, settings, and major events in a story, using key details.
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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 provide students with tools to help them slow down reading so that they can fully grasp the main idea of the story. I will review vocabulary words that they might not know before hand, so they are not stuck when they get to them.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p><u>Main Events</u>: the most important events that effect the major story line, impactful</p> <p><u>Main Characters</u>: the characters that the author includes the most, the ones who have the biggest roles in telling the story</p> <p><u>Setting</u>: where the story takes place, the environment that they characters are living in</p>
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Materials

Materials needed by teacher for this lesson.	A web with different categories including: main events, main characters, and setting. This can be expanded upon based on how advanced students are to include things such as a summary or the tense the story is written in. The teacher needs to provide every student with a copy of the book.
Materials needed by students for this lesson.	The student needs the web that the teacher has created that includes the main events, main characters, setting, etc. They also need some form of writing utensil, preferably a pencil.

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.
15 minutes	<u>Introduction:</u>	<p>Teacher: I will begin by briefly reviewing the vocabulary words that the students have been introduced to by playing a game with them. I will review what the main events, main characters, and settings are in a story as well as how to identify them. I will introduce the story of Charlotte's Web that the students will be examining and answer questions.</p> <p>Students: The students will participate in a vocabulary review game. They will answer questions about how to find the main events, main characters, and setting in a story. They will listen and make inferences as the teacher introduces the story to them. The students will ask questions that they need answered before beginning the activity.</p>
30 minutes	<u>Instruction:</u>	<p>Teacher: I will divide the students into groups of four. The students will be given 30 minutes to take turns reading aloud the first chapter. The students will each read one page at a time and then rotate in a circle with their group members. As they read the chapter, they will begin filling out the web that is provided to them. Once the chapter has been read, the students will write down a short summary about what they have read and prepare for a group discussion. This process will be repeated every day until the book has been read completely.</p> <p>Student: The student will pair up with their table partners and prepare for the lesson. They will look at the board to determine what order they need to go in. The first student will read aloud the first page of the first chapter. When completed, the second group member will read the next page and so on until the entire chapter has been read. The students will fill out the web provided to them as they read and will add to it every day. The students will also pause to ask questions and to define the meaning of vocabulary words if necessary. Once the chapter has been read, the students will come together to form a summary of the chapter and prepare to discuss with the class.</p>

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.
15 minutes	Closure:	The class will come together to determine what they know about the story so far, and what has been added to it each day. The teacher will ask open-ended questions to the students to check for understanding and encourage discussion. The students will compare their answers with the class as a whole until a final conclusion has been made. The students will turn in their webs to the teacher.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	<p>Remediation: For these students, I would provide them with stories that include pictures of what is occurring in the story so they can visually see the events.</p> <p>Intervention: I will provide my students with tools to help them summarize texts more efficiently and would provide multiple choice questions to ensure they understand the story before filling out the web.</p> <p>IEP: I will provide a story that has an appropriate level of vocabulary for the student’s abilities. The story would still be challenging; however, it would vary depending on the individual student.</p> <p>ESL: I would make the stories shorter so that my students aren’t overwhelmed by a lengthy text that they already have struggles understanding.</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?	I will intentionally put students with low reading skills in the same group so that I can assist them with reading the stories. If a student has poor vision, then I will change the size and font of the text as needed.
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Assessments: Formative and/or Summative

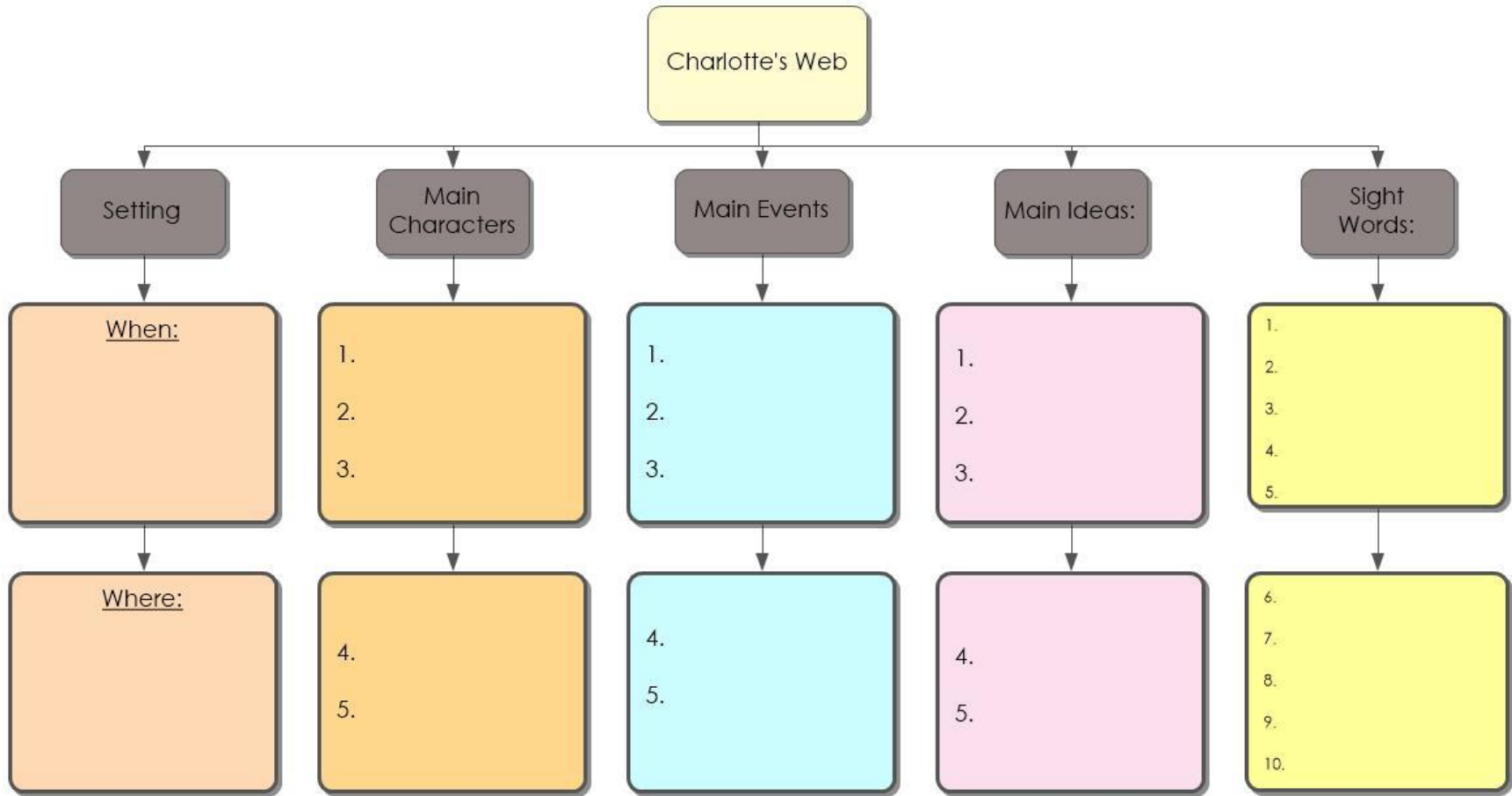
Describe the tools/procedures that will be used in this lesson to monitor students’ learning of the lesson objective/s (include type of assessment & what is assessed).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The student knows what the key concepts are (main events, characters, etc.)
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	The student can locate key concepts in new stories
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	The student can infer key concepts from stories

Research/Theory

Identify theories or research that supports the approach you used.	“Teaching Children to Read” by Reutzel and Cooter: research shows that students learn better when they are put into groups of four to eight students, and when they are given individualized assistance from teachers using RTI
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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>