

Name Bailee Farmer

## Lesson Plan Template

Lesson Segment Focus Bailee Farmer

Lesson 1 of 1

Course & topic addressed Speaking and Listening Standards

Date 11/11/18 Grade 2

### Student Outcomes

Specific learning objectives for this lesson.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students can speak audibly using coherent sentences, and they can tell about their experiences, we will now use this to create a new story
Knowledge of students background (personal, cultural, or community assets)	Students have wild imaginations and love to share stories, they will now have a chance to let their imaginations run free while making connections

### 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.	<b>SL.2.4</b>
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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?	<ul style="list-style-type: none"><li>• Read aloud book</li><li>• Provide paper and markers for drawing</li><li>• Use Explain Everything app for brainstorming ideas and creating</li><li>• Use puppets for story-telling, this will help with those who are shy</li></ul>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Story Elements, Story, Imagination, Brainstorming</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Puppet Theatre, Puppets, Smartboard, Harold and the Purple Crayon book, Anchor Chart Paper
Materials needed by students for <b>this lesson.</b>	iPads, Markers, Crayons, Explain Everything app

## 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	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Ask Students favorite story</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• I will begin the lesson by asking a few students what their favorite story is, whether it be a book or a story that a family member told them</li> <li>• I will allow a few to answer, and then I will tell them that we are going to read a story and create our own story</li> </ul>
40 min	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Read book</li> <li>• Draw worlds</li> <li>• Brainstorm</li> <li>• Discuss story with partner</li> <li>• Begin sharing stories</li> </ul>	<ul style="list-style-type: none"> <li>• I will read the book, Harold and the Purple Crayon out loud to the class at the carpet</li> <li>• I will discuss with the class on how Harold used his imagination to create an entire world of his own</li> <li>• I will allow students to get into pairs and create their own worlds with markers and crayons like Harold did</li> <li>• Once everyone is done creating their worlds, I will tell them that they have to come up with a story to tell about their worlds with puppets</li> <li>• I will give them an example of my own world and story, so they have a guideline to go by</li> <li>• Each story can be no more than two minutes long</li> <li>• The students will then get out their iPads and open the Explain Everything app</li> <li>• They will create brainstorm webs about their stories and screenshot them and send them to me for me to see</li> <li>• I will give them a few minutes to get their final stories together</li> <li>• Then each group will present their stories using puppets with their worlds as their backgrounds</li> </ul>

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.
2 min	<b>Closure:</b> <ul style="list-style-type: none"> <li>Round of Applause</li> </ul>	<ul style="list-style-type: none"> <li>I will have the class give everyone a round of applause for sharing</li> <li>We will compliment and say good things about all who shared in order to eliminate the fear of public speaking</li> </ul>

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	<ul style="list-style-type: none"> <li>I will walk around monitoring each group and anyone who needs additional help or understanding will be able to receive assistance from me</li> </ul>
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>There will be technology, manipulatives, auditory, visuals, and kinesthetic ways for each type of learner to be involved to promote ultimate understanding</b>
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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	<i>TO BE FILLED IN AFTER TEACHING</i>
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steps?	
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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>;  
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