

Name Bailee Farmer_____

Lesson Plan Template

Lesson Segment Focus: Who, What, When, Where, Why_____ Lesson 1_____ of 1_____

Course & topic addressed Reading Standards for Literature_____ Date 11/11/18_____ Grade 2_____

Student Outcomes

Specific learning objectives for this lesson.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have an understanding of the meaning of answering who, what, when, where, why, but have never made the direct connection to text
Knowledge of students background (personal, cultural, or community assets)	Students ask and answer who, what, when, where, why questions without realizing it all of the time

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.2.1
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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 give examples that students can relate to before applying the knowledge to a text. I will make sure the students have a key understanding by using visuals and handouts.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Who, What, When, Where, Why, Graphic Organizer
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Materials

Materials needed by teacher for this lesson.	Book, smartboard, anchor chart, pointer finger
Materials needed by students for this lesson.	iPad

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><u>Introduction:</u></p> <ul style="list-style-type: none"> Ask basic questions 	<ul style="list-style-type: none"> I will begin teaching the lesson by asking the class basic who, what, when, where, why questions. For example: <ul style="list-style-type: none"> Who is our principal? What caused us to have to have inside recess yesterday? When is Christmas? Where do we go to school? Why do we share our toys? I will do a quick anchor chart to display with a graphic organizer answering who, what, when, where, why. Students can refer to this anchor chart for any reference they may need
15 Min	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> Read book Ask questions Fill out graphic organizer 	<ul style="list-style-type: none"> I will have the students come to the carpet for reading time Before reading the book, I will tell the students to think about the questions: who, what, when, where, and why while we are reading the book I will read the Rainbow Fish to the class After Reading the students will go back to their desks and get out their iPads I will tell the students to open up the Total Recall App and I will display the same on the smartboard We will create a graphic organizer on Rainbow Fish. The title will be in the middle, and there will be branches that answer who, what, when, where, why I will ask the class aloud questions that help them answer the questions We will refer back to the book if needed Students are expected to fill in their own graphic organizers at the same time I am filling mine in on the board.

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.
10 min	<p>Closure:</p> <ul style="list-style-type: none"> Review the who what when where why answers as we compare it to the book Ask a question 	<ul style="list-style-type: none"> We will review the answers we came up with to the book on who, what, when, where, why in a way that makes sense on summarizing the book I will allow students to raise their hands and ask random questions using who, what, when, where, or why to ensure understanding, and I will answer the questions

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<ul style="list-style-type: none"> I will allow students who need a copy of the book to have a copy to refer to or allow them to sit close to me as I read the book Students who need it will be able to use paper and pencil to complete their graphic organizers If students are not understanding the concept in a whole group setting, I will pull them into small groups in order to pinpoint the areas in which they are struggling
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<ul style="list-style-type: none"> I could allow the students to echo read the book with me I can allow some students to use a pointer to follow along while we read I can pause in between reading the book and have discussions with the class
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Assessments: Formative and/or Summative

<p>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).</p>	<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

<p>Identify theories or research that supports the approach you used.</p>	
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Lesson Reflection/Evaluation

<p>What went well?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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What changes should be made? How will I use assessment data for next 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>; <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>

