

Lesson Plan Template

Lesson Segment Focus Reading comprehensionLesson 2 of 2Course & topic addressed Reading/ Understanding of textDate 11/7/18Grade Third

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to understand and share their point of view from books they read. They will be able to share the main idea and any key points in the books they read.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have learned how to read and this lesson builds on their reading comprehension and making sure that they are able to focus and understand the content as they are reading the books.
Knowledge of students background (personal, cultural, or community assets)	A lot of students are at different reading levels, so this might be harder for some students to understand. Other student might be advanced in this area by having a lot of reading practice at home.

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.	<p>RI.3.6 Distinguish their own perspective from that of the author of a text.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>I will read a book to the students and we will discuss the main ideas, important details, characters, and we will share our opinions on the book.</p> <p>Another way I could provide varying support is by doing an audio book that students listen to. We could even watch videos of other students or teachers sharing their opinions and giving book reviews.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Main ideas, book review, details, book characters
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Materials

Materials needed by teacher for this lesson.	Books and iPad
Materials needed by students for this lesson.	Book and 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.
8 min	<u>Introduction:</u>	I will introduce this topic by asking some of the students what their favorite books are and why they like those books. This introduces the topic and gives students practice on sharing information about their knowledge of books.
30 Min	<u>Instruction:</u>	<p>I will read a book to the class. We will then discuss the main idea of the book. I will ask the students if they liked the book or disliked the book. We will also list off the key details in the story. I will ask some of the students to sum up the book and this is having the students comprehend what we read. It is also testing their understanding of the book.</p> <p>I will then give the students some time to go to the classroom library and select a book they have not read before. I will then give them time to read the book. After they have read the book they will get on the iPad and type up a short book review. In the book review it will state the main idea and sum up the book and their feelings toward the book.</p> <p>After students have done this, they will create a QR code for their book review. I will then print out the QR code they created and tape it in the book.</p>
10 Min	<u>Closure:</u>	I will have students come together and trade books with someone, so they are able to read a new book and scan the QR code to read the other students book review. They will take the book home for the night and bring it back the next day.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students can do this activity in partners. I might need to help students with technology. I could have students write out their book review instead of type it.
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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 could have students do a book review in front of the class as a presentation instead of making them type it out. I could also make this a group project instead of individual project.
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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 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>

