

Lesson Plan Template

Lesson Segment Focus: Understanding TextLesson 1 of 2Course & topic addressed: Language arts/ Main Characters

Date 11/13/18

Grade 3

Student Outcomes

Specific learning objectives for this lesson.	For students to be able to identify main characters feelings and actions. For students to be able to answer questions proving they understand the text read.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have been looking at the parts of the book and studying the beginning, middle, and end events in books.
Knowledge of students background (personal, cultural, or community assets)	Some students might be more familiar with books. There also might be students that are able to connect with some of the characters in books.

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>RL.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>RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</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 go over characters from books we have read in class and we will discuss that character's mood and the traits they had. I will also talk with the students about how events and changes can change characters mood and actions.</p> <p>I will share multiple examples of books we have read the past week in class.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Characters, Mood, Events, traits
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Materials

Materials needed by teacher for this lesson.	Projector for iMovie, book
Materials needed by students for this lesson.	Paper, pencil, book

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	<u>Introduction:</u>	I will ask students about books they have read before and about some of their favorite book characters.
20 Min	<u>Instruction:</u>	<p>I will show students the iMovie of me reading a book and showing them how to examine characters behavior.</p> <p>There are questions in the iMovie for them to answer so they will need to get paper and pencils out for that.</p> <p>After the movie I will instruct students to go to the classroom library and select a book to read.</p> <p>They will read the book and write down information they notice about how the characters act, feel, and the mood of the book.</p>
10 Min	<u>Closure:</u>	I will have some of the students share with the class about their book and how their character acts in the story.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Some students might need to watch the video again, so I will have iPads out for them to re watch if needed. Some students might need to do the book project in partners. I will also be available to explain more to students.
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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 watch the video on their iPads. I could make this a group project. I could read the book in class instead of having them watch the video.
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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>