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Lesson Plan

Learning Segment Focus If You Take A Mouse to School Lesson 1 of 2

Course & topic addressed Language Arts, Reading Date Sept. 12, 2020 Grade K.

Student Outcomes

Specific learning objectives for this lesson.	Be able to retell a story by the sequence of events.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students should show an understanding of a story by engaging in conversations and showing interest.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	We will read the book "If You Take A Mouse to School" and use an Inspiration created graphic organizer to identify the sequence of events from the book.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>RL.K.2: With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.10: Actively engage in teacher-led reading activities with purpose and understanding.</p> <p>SL.K.1: Participate in collaborative conversations/discussions with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.</p> <p>SL.K.2: With prompting and support, ask and answers questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	First, Second, Third, Fourth, Next, Last, After
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Book
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Copy of worksheet, scissors, glue, pencil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 Minutes	Introduction: Describe activity	Read the book “If You Take A Mouse to School” to the entire class as a group.
30 Minutes	Instruction: <ul style="list-style-type: none"> Complete provided worksheet 	<ul style="list-style-type: none"> Students will cut out pictures that correspond with events from the order and paste the in the correct sequential order on the worksheet provided.
10 Minutes	Closure: Discuss the events.	We will, as a class, discuss the events that the worksheet provided and talk about the correct order of events from the story and how they relate to the worksheet.

Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	I would collaborate with the Literacy Interventionist or other specialists to gain an understanding of how to support instruction for students that need modification.
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Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)	This activity creates many different learning environments by going from a group, to individual, then back to a group. The worksheet allows for a visual representation of the events described.
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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	Ask questions to observe understanding
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Add completed worksheets to each student’s portfolio
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Document any specific events in reflective log.

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.	
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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>;
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