

Lesson Plan Template

Lesson Segment Focus Details of a Book **Lesson** 1 **of** 1

Course & topic addressed Language Arts-Using a story board for a class discussion. Students will recall details of a book.

Date 11/5/18 **Grade** K

Student Outcomes

Specific learning objectives for this lesson.	Students will practice recall key details about a book and identify characters and answer questions about book details when asked by the teacher.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have been participating in grand conversations as a class about books read aloud by the teacher, in this lesson they will be asked to help fill in a story board with descriptions from the book when prompted by the teacher.
Knowledge of students background (personal, cultural, or community assets)	n/a

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.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
--	--

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?	Before participating in the story board conversation, teacher must review what a character is and what a setting is. Students will also need a reminder of what we would consider major events in a story with specific examples.
--	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Characters, Major Events, Setting
---	--

Materials

Materials needed by teacher for this lesson.	Smartboard, Book: Where The Wild Things Are, Explain Everything App- Storyboard, teacher will have storyboard topics already listed.
Materials needed by students for this lesson.	None.

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.
2 minutes	<u>Introduction:</u>	<p>“Class we have been reading books and then having grand conversations about them where we discuss details of the book, like where they are set, who the main characters are, and what major events happen in the book. If you remember a book’s setting refers to where the story takes place, where is all of this happening? A books characters simply mean the people/animals that the story line follows. Also, the main events of the book are the major things that happen with the characters. Today we are going to read the book Where the Wild Things Are and then we are going to build a storyboard on the smartboard using the app Explain Everything. I will ask you questions about the book and I will fill the storyboard in with your answers. Let’s get started”</p>
20 minutes	<u>Instruction:</u>	<p>-Students come to their places on the carpet.</p> <p>-Teacher reads the book “Where the Wild Things Are” aloud to the class, asking questions about details of the book throughout the reading.</p> <p>-Once the reading is finished the teacher will get her laptop to control the smartboard and Explain Everything app.</p> <p>“Okay boys and girls let me tell you a little bit about a story board, it is a tool you can use to describe details about a story. On our story board, we have several important topics. Our topics are title, author, illustrator, characters, setting, other details and major events. I will fill in our story board with your answers as we talk about our story.”</p> <p>Teacher asks questions for all topics and asks students to raise their hand if they know the answer, then chooses a volunteer to give their answer. Once an answer is given teacher will ask the class if everyone agrees with this answer. If the majority concedes, the answer is placed onto the storyboard.</p> <p>Teacher asks the following questions:</p> <p>What is the title of the book that we read and how do we know? (After answer is provided)</p> <p>Class does everyone agree with that answer?</p>

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.
		<p>Who is the author of this book and where do you find the author's name? Does everyone agree with that answer?</p> <p>Who are the characters in this story? Are there anymore characters you can think of? Ok, Class is that all of the characters?</p> <p>What is the setting of this book? Does everyone agree with that answer?</p> <p>Finally, what is one of the major events of this book? Class do you agree that answer?</p> <p>What is another major event of this book? Does everyone agree?</p> <p>What other major event happened in this book? Do we agree with that answer?</p> <p>Are there anymore major events that take place?</p> <p>Now boys and girls are there any other details you remember from the book? (Take most answers within reason here)</p> <p>Once the storyboard is filled in, the teacher will put the finished project up on the smartboard and review all the information discussed by the class, pointing to each detail.</p>
10 mins	<u>Closure:</u>	<p>"Thank you all for being such good listeners today and remembering all those details about Where the Wild Things Are. I hope you enjoyed this lesson as much as I did, sometimes it's fun to use special software like Explain Everything in our reading activities."</p> <p>Teacher ends the lesson by going around the carpet and giving each student the chance to tell their favorite things about the story.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>Instruction can be modified if necessary. For remediation, we could still fill out a storyboard, but some of the details may need to be given to get the students started, or we could possibly read a book that was little easier. For interventions, students may read the book several times before ever starting a story board. Some students may need to sit a little closer to the teacher while the book is being read and some students may need a book to follow along in for themselves.</p>
---	---

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	. For example, if a student learns better one on one, this lesson could be done one on one, between the teacher and student. Students who are a little more advanced could take turns reading the story aloud to the class and even could help fill in the answers on the storyboard. Some students who are struggling may need to reread the book and I may have to explain the meaning of character, setting, and event to them again.
--	--

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.	
--	--

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>
---	---------------------------------------

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>