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Lesson Plan Template

Lesson Segment Focus Author and Illustrator Lesson 1 of 1

Course & topic addressed English Language Arts- Author and Illustrator Date 11/5/18 Grade K

Student Outcomes

Specific learning objectives for this lesson.	After hearing a book read allowed by the teacher, students will identify the author and illustrator of the book and identify their rolls.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have been discussing different parts of a book and where to find certain information on the book. Students have also been learning about authors and illustrators and what each one's job is.
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.	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
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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?	Teacher will remind students of what where to find author and illustrator information and what each one does before starting to read the book. Some students may need to look at the book up close after reading is finished.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Author, Illustrator
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Materials

Materials needed by teacher for this lesson.	Read aloud book, smart board, and email.
Materials needed by students for this lesson.	Read aloud book and the QR Creator/Reader app on classroom I-pads.

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 as you know over the last week or so we have been talking about authors and illustrators, if you remember the author is the person who writes the book and the illustrator draws pictures to put into the books. Who remembers where we find the name of the author and illustrator? (get a volunteer to answer) Yes, that’s correct, on the front cover!” We also are going to use the QR Reader and Creator app that we have been learning about on our iPads.”</p> <p>Teacher shows the class the book and points to the author and illustrator names.</p> <p>“Class today I am going to read you the book “Wild About Books” and once I am finished I will write the questions; (Who is the author? What is the author’s job? Who is the illustrator? What is the illustrator’s job?) on the chalkboard and I want you to open up QR reader and creator and create a code using your answers to those questions. When you are finished I want you to share your code with me via email!” Let’s get started.</p>
20 minutes	<u>Instruction:</u>	<ul style="list-style-type: none"> -Teacher reads title of the book, author’s name and illustrator’s name while pointing to them. -Teacher reads the book aloud to the whole class, while asking questions and engaging students. -Technology helpers pass out iPads to each student at his or her table. -Teacher holds up iPad to remind everyone which icon to click on for QR Reader. -Teacher tells everyone to create a QR code to by coping the questions listed on the board and answering them. -A copy of “Wild About Books” book is passed out to each table to place in the center of their table as a reference. -As students finish their QR codes, they share them to their teacher’s email that is also written on the chalkboard. -Teacher goes around to each table helping students while they are working.

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>Closure:</u>	<p>Teacher addresses students once the activity is complete.</p> <p>“Boys and girls, you did a fantastic job identifying the author and illustrator of “Wild About Books” and you did great creating your QR codes! I thought this would be a fun activity for you all to answer questions rather than just writing them on paper. So, who can tell me what they liked best about this activity? (volunteer) Raise your hand if you can tell me the name of the author? (choose volunteer) Johnny do you know the name of the illustrator? Very good class!</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>The instruction could be modified to accommodate most any student, teacher could help students with typing or finding letters on their iPad keyboards, for a more advanced reader, teacher could allow them to read the book to the class, and teacher could also walk some students through each step of creating their QR codes and read the questions to them several times.</p>
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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>	<p>Teacher may ask more advanced students to create a more complex code or ask them to choose their own book to answer questions for instead of the one being read aloud. Teacher could do another QR Reader and Creator demonstration that is similar to the that the students have been instructed to create, prior to asking them to do it on their own.</p>
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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	
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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>