

Name Brittany Stephens
Lesson Plan Template

Lesson Segment Focus Retelling stories and comparing and contrasting characters **Lesson 1 of 1**
Course & topic addressed Reading: Answering Questions about the text **Date** 11/12/18 **Grade** Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	What video of teacher reading a story, then answer questions about key details within the story, retell key details in the story, and compare and contrast characters from the story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The class has been having grand conversations about books read aloud by the teacher, today we will learn what it takes to retell stories and how to compare and contrast characters from a story.
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.	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.9 With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.</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 plan to use the iMovie I made of myself reading the book “The Lion and the Mouse.”</p> <p>To be sure students understand key details and vocabulary, I will pause the video often to make points and ask questions.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Lion, Mouse, Friend, Compare and Contrast
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Materials

Materials needed by teacher for this lesson.	iMovie: The Lion and the Mouse
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>“Boys and girls for our reading lesson today, you are going to watch a video of me reading the book “The Lion and the Mouse.” I will stop the video from time to time so that I can ask questions, so make sure you pay close attention to the story. When the video is over, we will talk more about the story and we will compare and contrast the main characters. Everyone come to your place on the carpet and let’s get started!”</p>
30 minutes	<u>Instruction:</u>	<p>-Teacher plays iMovie “The Lion and the Mouse” -Pause story after the first couple of pages to ask questions: “Who do you think the main characters are going to be?” “How is Lion acting?” “How is mouse acting?”</p> <p>-Pause later in the story in several places ask questions like: “What is happening now?” “How did Mouse keep Lion from eating him?” “Who knows what a friend is?” “Do you think the rest of the animals in the story are afraid of Lion? Why or why not?” “What is happening to Lion?”</p> <p>-Once the movie is over the teacher will get a few volunteers to retell the book in their own words and encourage classmates to help them out when needed. Allow as many students to chime in as necessary to get the highlights of the book. -After the book has been retold by students, teacher will ask other questions concerning the book.</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>“Where is this book set?” “Who were the main characters of the book?” “How did lion and mouse meet?” “What was Lion feeling when he first seen Mouse?” “What was Mouse feeling when he first seen Lion?” -Next, the teacher will explain comparing and contrasting to the class and then draw a Venn diagram on the board and ask students questions about the likes and differences of the characters.</p> <p>“Class now that we have distinguished that the lion and the mouse are the two main characters we will compare and contrast the two of them. Now, all I mean by compare and contrast is that we are going to talk about how the lion and the mouse were alike and they were different. I have drawn a diagram on the board, in this circle we are going to describe the lion (write Lion about left circle), in this circle we are going to describe the mouse (write Mouse about the right circle), and in the center where the two circles meet we will describe how they were alike (that means what they have in common).</p> <p>**This may take prompting:</p> <p>“Was the Lion nice or mean?” “Was the Mouse nice or mean?” “Which one was the “KING OF THE JUNGLE?” “Would you say the mouse was probably be one of the smallest animals in the jungle?”</p> <p>“Did they both have a problem at some point in the story?” “What was different about their problems?”</p>
	<u>Closure:</u>	<p>“Class I hope you enjoyed the story of “The Lion and the Mouse,” I know I enjoyed your versions of the story. Who can explain to me in their own words, what compare and contrast means?”</p>

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	This story might be modified for remediation by letting the student watch the iMovie, then the teacher reading the book to them one on one. Also, it may take even further prompting for them to answer the questions. For intervention, we could watch the iMovie, then read the book in a small group, teacher could stop to breakdown what each one of the pages is saying.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	For more advanced students, teachers may ask them to draw their own illustrations of one of the scenes in the book and retell the story to the class using their illustrations. For struggling students, the teacher may have to read the book to them a few times before they can be expected to answer questions.v
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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>;

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