

Lesson Plan Template

Lesson Segment Focus: Developing Connections with Different Cultures

Lesson: 3 of 5

Course & topic addressed: Cross-Cultural Connections // Foreign Language

Date: November 28 **Grade:** 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will learn about different cultures and recognize other languages. Students will share their personal experience with different languages or cultures. Students will be able to name some cultures that live in their community.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have already talked a bit about cultures and started discussing why other people come to America. My goal for this lesson specifically is for students to share their personal experiences, so previous knowledge depends on the child.
Knowledge of students background (personal, cultural, or community assets)	This lesson is all about culture, so students are encouraged to speak about their specific culture. We have a number of Hispanic children, and one student who was born in another country.

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>CNN.2.5.2 Recognize groups in the United States that speak another language</p> <p>CNN.2.5.1 Discuss the need to communicate with members of other language or cultural groups, as appropriate for the grade</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>	We have previously discussed this topic and students can always ask questions.
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Key Vocabulary

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

Materials needed by teacher for this lesson.	Padlet, access to internet
Materials needed by students for this lesson.	Padlet, access to internet

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 Minutes	<u>Introduction:</u> Teacher will remind students about learning about other cultures from previous lesson and introduce board on Padlet	Teacher will remind students what they have learned in previous lessons and tell students about Padlet. Teacher will explain that the project is to go through the different websites on Padlet then write a Padlet post about their personal experience with a different culture. Check for understanding. Students will answer questions about previous lessons then log in to Padlet
30-40 Minutes	<u>Instruction:</u> Teacher will monitor Padlet as students explore and post.	Teacher will monitor Padlet and remove inappropriate posts. Students will explore the websites and write their own experiences.
5-10 Minutes	<u>Closure:</u> Teacher will ask for volunteers to read their post aloud for class discussion	Teacher will allow students to discuss various experiences and ask questions, while monitoring the conversation. Students will discuss and ask questions.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students will be allowed to use their assistive technology to assist them on Padlet.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Because this is a project, students will not have a wide variety of instructional methods, but I have included a range of websites that will help create a variety.
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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>