

Lesson Plan Template

Lesson Segment Focus Book ReportsLesson 1 of 1Course & topic addressed Reading/Language Arts (Book Reports)Date October 22, 2018 Grade 4th

Student Outcomes

Specific learning objectives for this lesson.	Students will read the book <i>Jumanji</i> and make a Google Slides presentation of the books plot, characters, & themes. The will also give a summary to demonstrate understanding of the novel.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Previous lessons are reading novels and lessons of what the parts of a novel are. This time around, students will actually show their understanding of parts of a novel and discover them on their own.
Knowledge of students background (personal, cultural, or community assets)	Students have similar backgrounds and are able to read fluently and at home with classroom copies I have given them.

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.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RL.4.2 - Examine a grade-appropriate literary text. • Provide a summary. • Determine a theme of a story, drama, or poem from details in the text</p> <p>RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, actions).</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 will allow students to ask me questions as they create their slides projects AT SCHOOL. I will read two chapters a day of the book at school during reading time prior to the project at school to help the struggling readers.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Themes Plots Characters
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Materials

Materials needed by teacher for this lesson.	The classroom iPads Copies of Jumanji
Materials needed by students for this lesson.	Copies of Jumanji Classroom iPads Google accounts (school accounts)

Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Time of Time	Eng & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 minutes	Introduction: instructions/questions	I will give students directions and allow time for questions about the project.
45 minutes	Instruction: class work time	I will be available to assist but this is a student self-guided project. Students (for 45 minutes) will work independently on their own <i>Jumanji</i> report on google slides. The criteria for their project is one slide for the characters, one slide for the summary, one slide for the plot, and one slide for the theme. This should be completed before the 45 minutes is up. The students will have notes or an outline that they have completed prior to the project.

5 minutes	Closure: all work is completed	Make sure all students have had ample time to finish so they can present to class on the next day - save project

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.For remediation and intervention I might choose an easier book to have the students make a report on.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I might let some students do their report on paper if they cannot work well with the iPads.
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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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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What changes should be made? How will I use assessment data for next steps?	
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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>