

Name _____ Chaquinn Strickland _____

Lesson Plan Template

Lesson Segment Focus _____ **Drawing inferences from the text** _____ **Lesson** _____ **3 of 15**
Course & topic addressed _____ **English making inferences** _____ **Date** _____ **10/15/19** _____
Grade _____ **5th** _____
10/15/

Student Outcomes

Specific learning objectives for this lesson.	TSW be able to use technology in the classroom as well as learn.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Reading for a purpose, learning to draw conclusions
Knowledge of students background (personal, cultural, or community assets)	Students will become familiarized with making inferences.

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.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the 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?	Every student will understand the gist of knowing what inference is and how it can help predict text. To provide support for different level students is we will start with smaller portions of text and gradually increase the text.
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Key Vocabulary

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

Materials needed by teacher for this lesson.	iPad
Materials needed by students for this lesson.	iPad, QR Code App, QR Code

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.
10 min	<u>Introduction:</u> Teacher will pass out iPads and introduce the skill of drawing inferences.	The teacher will discuss what inferences mean and give examples. The students will listen and give examples and ask questions.
30 mins	<u>Instruction:</u> Find a book with the QR Code Reader	The teacher will tell the students to use the QR Code reader app to look up books. Every child has a different book on the codes. The students will look up the code and their correct book must come up. They must read half of the book and draw inferences on what they think will happen next.
25 min	<u>Closure:</u> Discussion	A few students will share what they think will happen next.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	To modify, I would assign a short book to those students who are below levels in reading.
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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 will let the students type put their responses in the notes area on the iPad.
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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 checked="" type="checkbox"/> Summative	A quiz would be given
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students create their own inferences.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	A group of students discuss their inferences.

Research/Theory

Identify theories or research that supports the approach you used.	Research supports my idea that technology can be an enforcer academically.
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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>Everything went well .Shorter books will be assigned took a little longer than I thought for them to read.</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>;

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