

Lesson Plan

Learning Segment Focus: Elements and Summaries of a Story- Adobe Premiere Rush for Video Lesson 4 of 4

Course & topic addressed: English/ Elements and Summaries of a Story Date: 03.09.2020 Grade: 5th

Student Outcomes

Specific learning objectives for this lesson.	By the end of the unit, students will have successfully written a summary and recorded/presented a book talk with the different elements of the story they read at their grade level.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students would have read a book in their grade level and have prior knowledge on the elements of a story. Students will have prior knowledge on writing a detailed summary about a story. Students have prior knowledge on working in the app Adobe Premiere Rush for editing and creating videos.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	My class has 8 white, 10 African American, 1 Asian and 5 Hispanic. I have 4 who have been identified as are English Language Learners and 2 who have been identified as SPED. My 4 ELL students are part of a pull- out program twice a week for 30 minutes each. My 2 SPED students are part of a resource class they have every day for an hour. I have 3 ACE students who are pulled for higher learning 2 days a week in the afternoon. With a great diversity in my classroom, my class is able to learn amongst their peers through cultural differences.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>RL.5.2 Examine a grade-appropriate literary text. Provide a summary. Determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<p>Theme Settings Contrast Conflict Plot characters Compare Summary Point of view</p>
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>Students will be provided with a word wall with key vocabulary terms on the elements of story. Students will be provided with an anchor chart of story elements to help create the summary and book talk/commercial. Students will be given two examples on book talks: one by Reading Rainbow and the other by our principal. I will show students how I edited my book talk simply using the app.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad with (Adobe Premiere Rush for Videos) Youtube video of book talk on Reading Rainbow https://www.youtube.com/watch?v=MOG6AR5diPw Example of book talk by our counselor https://youtu.be/bDPTKcMgnQY Example of book summary
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	iPad Adobe Premiere Rush for Video app Camera App Summary worksheet pencil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	<u>Introduction:</u>	Good Morning! I am so excited to see you all! I am extremely excited because we get to do an exciting project with what we have learned in literacy class. I know each of you have been reading your assigned book that is at everyone's personal reading level. You get to use that book for a project.
30 minutes	<u>Instruction:</u>	<p>“When we watch T.V. or Youtube Videos, we sometimes get interrupted with that delicious Kit-Kat commercial. Maybe a commercial of the new Nike running shoes. Or maybe that new meal at Olive Garden. These commercials may make us want to go buy that candy bar, shoes or meal and try it out.</p> <p>This week have been learning about story and writing summaries with the information we get from story elements. We have build an anchor chart on the elements. This anchor chart also helps us with checking on what we should have been included in our book/story summaries. We have been practicing with short stories. Now you all will write a summary on your book and record a book commercial to convince others to check it out and read it using your summary. You will use your iPads to record these commercials to present to your classmates. Even our news crew club wants to pick a few to include in their news report for the whole school. Briefly, let's take a look at our anchor chart story elements because I am looking for all of these elements to be mentioned in your summary and book talk. Make</p>

		<p>me want to go out and buy that book! The most convincing videos will get to choose a couple of books from their wish list for me to buy for our classroom library.”</p> <p>As a class we will briefly review the story element anchor chart and how to write a summary. We will discuss good and bad written summaries. I will show the Reading Rainbow video example and the video I made of our counselor and his book commercial. We will review the Adobe Premiere Rush for Video app and the editing tools.</p> <p>“Alright boys and girls get to planning, writing and recording.”</p>
5 minutes	Closure:	<p>“Boys and girls, let's find a stopping point and get ready for lunch. Put your iPads in the charging station during lunch. When you come back you can continue where you left off. Remember I will give you a couple of days to finish your book commercials.”</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>ELL and IEP/504 students will receive sentence frames to help them build sentences and conversations. These sentence frames will help them build summaries and help them give their video book talk/commercial. Lower level students will have grade level books and will answer a one sentence questions on the book with sentence frames. They will use these questions to put in the video and will give the answer orally in the video as their book talk/commercial.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Students will be reading their own level books so they are able to comprehend what they are reading. ELLs, SPED, or struggling readers will do a book talk on the book they are reading in a small group and can help one another identify the different elements.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will answer questions asked by the teacher.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will write down summaries of their book as preparation to record for their book talk.</p>

	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Students will turn in a video book talk.
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Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>Constructivism: Students must use their prior knowledge of writing summaries and elements in a story. Students must have prior knowledge on using Adobe Premiere Rush for Videos.</p> <p>Vygotsky: Social interaction will be involved as they help one another record their book talk/commercials.</p>
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Lesson Reflection/Evaluation

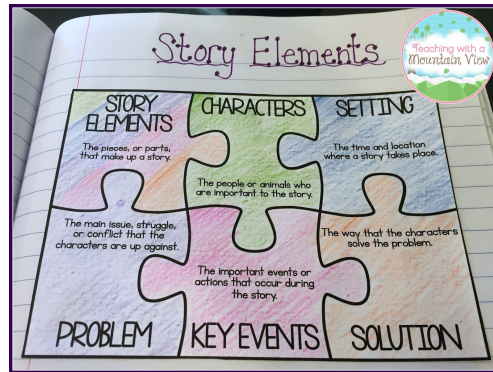
<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

Resources:

Reading Rainbow video: <https://www.youtube.com/watch?v=MOG6AR5diPw>

Book Talk by the counselor: <https://youtu.be/bDPTKcMgnQY>



*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>;
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