Emilee Hammett

Lesson Plan Template

Learning Segment Focus: Finding the Theme of a Story

Lesson 1 of 1   **Topic: The Role of Technology**   **Date 4-1-2021**   **Grade: 4**

Student Outcomes

Specific learning **objectives** for this lesson.	Students will understand that technology has its place, but it can be overused. Students will practice finding the theme in a story.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Previously, students have learned what a theme is and how it can be identified.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students are surrounded by different kinds of technology and have had their fair share of using it. Many may have experienced situations in which they overused technology and it impacted them negatively.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	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.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Blackout, technology, theme**

Academic Language Support

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? 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)?**	Students have previously learned about finding themes. An assignment that requires them to identify a major theme gives them practice at doing that. It is something they will have to do for every piece of literature that they read throughout their education. All of the key vocabulary has been discussed previously and should be familiar to the students.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Blackout Book (one of the boys from toy and book day), computer, white board, markers
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Computer, Microsoft word

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)
10 minutes	**Introduction**: **Discussion**	Students will discuss ways that technology is helpful in their lives. Then, they will discuss ways it can cause problems.
40 minutes	**Instruction:** Reading Blackout Book Theme assignment	I will define Theme on the board and tell students to listen to this story for the theme. I will read Blackout aloud to the class. Students will get on their computers and open the word document I have sent them (has a place for a summary of the book and the major theme of the book) *The theme of the book is that technology can be overused and can be harmful to the health of families; if you turn off the computer, you can spend time with those you love and have fun* Students will complete their summaries and identify the themes.
10 minutes	**Closure:** Discussion	I will ask someone to share what they thought the theme was. We will discuss. Students may share stories of when their power went out.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students. **Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	**The technology in this lesson was using Microsoft word. I also integrated a technology book. Word is easy to work with. I can customize a worksheet to have exactly what I need for the lesson, and there are no physical papers to turn in or lose. The book is a good choice because you can use any book to identify a theme. Using one that teaches students about something that may have an effect on their everyday life works double. They are learning how to identify a theme, and the theme is beneficial to them as well.**

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	I can provide a copy of the book to any student who may need it to complete the assignment. I can also extend the time for this assignment. I will be available to help throughout the duration of the lesson.

Differentiation

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.)	Reading the story aloud to the class helps enhance comprehension of the content. The assignment is an implicit implication of something he have previously covered explicitly, identifying themes.

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).	☑ Formative /☐ Summative	Class discussion about the theme.
	☐ Formative /☑ Summative	Students will turn in their worksheets for grading.
	☐ Formative /☑ Summative	Themes will be a part of the upcoming quiz.

Research/Theory

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.**	"Reading aloud is the foundation for literacy development. It is the single most important activity for reading success (Bredekamp, Copple, & Neuman, 2000). It provides children with a demonstration of phrased, fluent reading (Fountas & Pinnell, 1996). It reveals the rewards of reading, and develops the listener's interest in books and desire to be a reader (Mooney, 1990)."

	https://www.readingrockets.org/article/reading-aloud-build-comprehension

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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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