

## Lesson Plan Template

### Learning Segment Focus: Writing Summaries and Identifying the Theme of a Story

**Lesson 1 of 1 Topic Reading Comprehension and Writing    Date 4/28/21    Grade: 4**

#### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will identify the theme of a story. Students will practice writing summaries with proper grammar and paragraph structure.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Prior, students have learned how to indent paragraphs, write complete and grammatically correct sentences, and how to comprehend grade level appropriate texts.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Students have been reading stories with the purpose of learning new information for their entire school career.

#### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RL.4.2 Examine a grade-appropriate literary text. <ul style="list-style-type: none"> <li>● Provide a summary.</li> <li>● Determine a theme of a story, drama, or poem from details in the text</li> </ul>
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#### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Summary, paragraph, theme, details, big ideas</b>
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#### Academic Language Support

What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	Students will read an appropriate grade level text and use the big ideas and story details to pick out the major theme. All of the key vocabulary in this lesson has been used and learned previously.
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#### Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Audiobook, white board, markers
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Computers, inspiration, paper, pencil, copy of the book



		similar. *There are no wrong answers as long as they are justifiable by details from the story*
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### Technology Integration

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p><b>The technology used in this lesson includes the audiobook and inspiration. Audiobooks are a great resource for classroom reading because it ensures that the students are hearing the text being read with correct pauses, tone, and inclination. It promotes listening much better than if students take turns reading aloud (in this case, students may completely ignore what is being read so they can prepare to read their own section). Inspiration helps the students to organize their thoughts and points. It works wonderfully for an outline because they can organize their information however they want and add or delete points as necessary. This way, when it is time to write their summary, they don’t need to focus on organization or content because that part is always done. They can spend that time focusing on using proper grammar and sentence structure.</b></p>
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### Accommodations/Modifications

<p>How might I <b>modify</b> 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>I will be available for the duration of the lesson for help with finding something in the book that is needed or help with inspiration. If a student needs extra reading time, they can be given a copy of the audiobook. The timing of the reading can also be slowed down for better comprehension.</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.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Using an audiobook and having a physical copy of the book will make instruction useful for auditory and visual learners and using a white board will allow for color coding and emphasis.</p>
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### Assessments: Formative and/or Summative

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Discussion of the theme
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Students will turn in their outline and summary for grading
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

### Research/Theory

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	<p>“It was found that the majority of <b>students</b> in this study improved in fluency and comprehension when they followed along and listened to a book being read.”</p> <p><a href="https://kb.gcsu.edu/cgi/viewcontent.cgi?article=1042&amp;context=thecorinthian#:~:text=It%20was%20found%20that%20the,time%2C%20which%20impacted%20comprehension%20levels.">https://kb.gcsu.edu/cgi/viewcontent.cgi?article=1042&amp;context=thecorinthian#:~:text=It%20was%20found%20that%20the,time%2C%20which%20impacted%20comprehension%20levels.</a></p>
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### Lesson Reflection/Evaluation

<p>What went <b>well</b>?          What <b>changes</b> should be made?          How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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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