Lesson Plan Template

Lesson Segment Focus: _Recounting Key Details_____   **Lesson** _____1_____of_____1_____

Course & topic addressed _Reading/Key Details_____   Date__10/30/18_____ Grade__2nd_____

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to tell me key details in Charlotte's Web, when asked questions that start with: Who, What, When, Where, Why, and How.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have needed to read Charlotte's Web in order to do this activity.
Knowledge of students background (personal, cultural, or community assets)	Some students may not be allowed to read Charlottes' Web

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.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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?	Have a word wall with all the main vocabulary. And provide support by having the book in multiple different forms.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Author Title Illustrator Character Place

Materials

Materials needed by teacher for **this lesson**.	Copies of Charlotte's Web both on paper and as audio books Paper QR codes QR readers
Materials needed by students for **this lesson**.	Pencil

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.
3-5 minutes	**Introduction:**	Ask students about Charlotte's Web and if they remember reading it. Ask students their favorite part. Then explain the activity for the day
45 minutes	**Instruction:**	1. Have QR codes out and ready with the scanner next to them 2. Give everyone a copy of Charlotte's Web 3. Give Handout that has all the Who, What, When, Where, Wy and How questions. 4. Have students do the worksheet and if they need help refer to the book or ask me 5. Go over the questions and make sure everyone has the correct answers 6. Then have a mini scavenger hunt 7. Students will have to use their questions they answered on the handout to find the corresponding QR codes 8. Once students scan the QR code they will get to hear and see a part of the movie that corresponds to the question/.

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 minutes	**Closure:**	I will continue to bounce of the worksheet and see if anyone can now tell me what an author is and who the author is in the bool etc…

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Visual Impairments: Have copies with larger fonts Hearing Impairments: Have headphones ESL: Have audiobook version

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	All the students needs will be met because throughout the learning experience students are visually seeing the work, hearing explanations, and getting up and moving around.

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	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

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; 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