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Lesson Plan Template

Learning Segment Focus: Reading

Lesson: 2 of 2

Topic: Reading Comprehension

Date: 4/27/21

Grade: First Grade

Student Outcomes

<p>Specific learning objectives for this lesson.</p>	<p>Students will have an open led discussion as a class. Students will listen to an audio book and answer discussion questions. Students will examine and review what they read and take notes on expressions, emotions, and the order of the story. Students will get in groups to discuss what they analyzed and concluded from the story.</p>
<p>Justify how learning tasks are appropriate using examples of students' prior academic learning.</p>	<p>Students' prior academic knowledge is simply what they have learned from reading and analyzing other books. This will be an introductory lesson where we will dive in to analyzing the story and going deeper.</p>
<p>Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.</p>	<p>Reading books and answering intentional discussion questions allows children to learn personally from words, experiences, stories, and discussion from other students. Also, as new book topics come about, I can use that as an outlet to discuss community and other cultures. It is important that I as a teacher relate every story to every child's individual experiences.</p>

State Academic Content Standards

<p>List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).</p>	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the content?</p>	<p>Order (first, middle, last) Emotions Expressions Summary</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>My students will best learn these key vocabulary terms by reading the story and being asked questions. As the students hear the story, I will ask them questions that have the key vocab in them so that the students can think and use their knowledge to answer the question. If it is evident that they do not quite understand the term, I can ask the question again, or correct them.</p> <p>These vocab terms support syntax by allowing students to learn these terms so that one day they can put them in the form of a sentence and understand the meaning. The students will hear these words, as well as see them, so discourse will be supported as well.</p>
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Materials

<p>Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>When Charlie McButton Lost Power Audio Book Computer Projector Internet Connection</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Laptop Internet Connection Online Notepad</p>

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)
<p>15 minutes</p>	<p>Introduction:</p> <ul style="list-style-type: none"> - Ask questions to get their mind rolling - Introduce character in our story 	<p>I will introduce this lesson by asking a few conversation starters. I will ask things like:</p> <ul style="list-style-type: none"> - “Has anyone has ever lost power?” - “What do you do in your free time when you get home from school?” - “What stops working when you lose power and what do you play with when it does?” <p>I will allow this to open a time of discussion as we talk about storms, losing power, and what we can do without electricity.</p>

		<p>Then, I will introduce a character named Charlie McButton and I will get them excited to hear about the story.</p>
<p>45 minutes</p>	<p>Instruction:</p> <ul style="list-style-type: none"> - Listen to Audio Book - Questions thought the book - Students will take notes on an Online Notepad 	<p>I will play When Charlie McButton Lost Power Audio Book. Students love audio books because they get to see the images on the big screen and answer reading comprehension question as we go on. Also, I will pause the book a few times in the story and ask questions such as:</p> <ul style="list-style-type: none"> - “What do you think Charlie McButton us feeling right now?” - “What do you play with that needs batteries?” - “What are some other ways Charlie McButton should play that doesn’t involve power?” - “How does Charlies facial expressions show how he is feeling?” <p>I will ask them about the adventures, setting, and so much more. These questions will allow them to look at imagery, think about emotions, facial expressions, and think creativity about how the situation could be different, or what they would do to improve the situation. We will use this story time to read, but also analyze the text.</p> <p>Next, I will ask the students to go to their desk and get their laptops out. From there they will open Online Notepad where they will take notes/review things that was read in the story.</p> <p>For example, I will have a list of topics/questions that I will say or ask, and they will have to type it into their Online Notepad. This is a way to save paper, never lose these notes, and allow them to practice typing words rather than just writing them.</p> <p>I will ask things such as:</p>

		<ul style="list-style-type: none"> - “What came first in the story... Charlie McButton losing power or Charlie McButton playing with his sister?” - “What did Charlie McButton and his sister play?” - “Why was he upset in the story?” <p>They will only be required to write key words down for their answer.</p>
10 minutes	<p>Closure:</p> <ul style="list-style-type: none"> - Get in groups and share answers 	<p>I believe it is important for children to share their answers with one another and work as a team to discuss their reasoning to their answer. This will also allow them to see that on a few questions, there is no wrong answer.</p>

Technology Integration

<p>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.</p>	<p>When Charlie McButton Lost Power (Audio Book) is a great technology incorporation. Not only does it talk about and inform students about technology, but I also chose to present it with technology in the form of an audio book rather than a paperback book. This will allow them to see the images blown up on the screen, as well as being asked questions throughout the book. Technology based strategies are essential to this lesson. It enhances it in every way and provided a variety of learning techniques for every child.</p> <p>Online Notepad is another great technology incorporation. This allows children to save paper, never lose their notes, and it allows them to practice typing words rather than just writing them. This is a great opportunity to allow variety to enter the lesson so that children are not always doing the same thing. This creates children to provide more effort into their learning as well. Differentiation is key to teaching younger students. This tool is unique and will for sure enhance my lesson.</p>
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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>Considering I do not know what specific IEP's I might have; I do not know how I will specifically accommodate my students or modify this lesson.</p> <p>However, if a child has a learning disability, I could allow someone, or myself to assist them as they navigate through the activity.</p> <p>I could allow them to sit closer to the board if they cannot see as we read and listen to the audio book.</p> <p>I can make sure that every child always understands what we are always learning and has instruction in front of them.</p> <p>I could provide extra time for assistance for struggling students.</p> <p>During the partner time of this lesson, I can encourage children to be as quiet as possible for children who cannot focus in a loud room.</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>Explicit Instruction is key for this lesson. I will provide instructions multiple times and make sure that they are clear and concise. I will also allow students who do not feel comfortable using the Online Notebook to use regular paper. I will not force a child to use a technology that they are not comfortable with using.</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>As every student pairs up with a partner, I will walk around the room and spend time with each group, listening in on their observations and findings.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts</p>	<p>Research shows that for children to comprehend what they are reading, they must simply read a variety of books, and be asked</p>
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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.	questions about what they are reading. This lesson will support just that.
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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>TO BE FILLED IN AFTER TEACHING</i>
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