

**Lesson Plan Template**Lesson Segment Focus Answering and recognizing key details in text Lesson \_\_\_\_\_ of \_\_\_\_\_Course & topic addressed Language Arts – Key details Date 10/31/18 Grade 1<sup>st</sup>**Student Outcomes**

Specific learning objectives for this lesson.	Students should learn how to answer questions about key details in a text.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be aware and familiar with key details and know how to somewhat identify key details.
Knowledge of students background (personal, cultural, or community assets)	Students should know how to ask questions from reading books with their families at home and during class.

**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.	<b>RI.1.1</b> : Ask and answer questions about key details in a text.
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**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?	I would give my students several resources that lists ways to help recognize key details in a text. These resources would let students know what to look for in a text to recognize the key details. For students with different levels of development, I can give them smaller and shorter passages to read that don't have as many key details.
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Key details, passages, comprehension, setting, plot, characters
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## Materials

Materials needed by teacher for this lesson.	QR Code Scanner and Maker apps, worksheets
Materials needed by students for this lesson.	QR Code Scanner App and worksheets

## 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.
5 minutes	<b>Introduction:</b> Introduce students to the lesson.	I, the teacher, will introduce my students to the concepts of this lesson. I will tell my students that they will be using the QR Scanner app on their iPads for the lesson and I will also pass out worksheets for students to fill out later. I will ask my students what are some ways to locate and recognize key details in a text. We will spend some additional time talking about texts and key details.
30 minutes	<b>Instruction:</b> Students will be broken into groups and will go around the room, scanning QR codes, to reveal texts and passages.	I will put QR codes around the classroom. Beforehand, I will use the QR Code Maker app to make a few QR codes. The QR Codes lead to websites where texts and passages will be revealed to students. In groups of about 3, students will go around the room and use their iPad QR Scanner apps to scan the QR codes. Once scanned, a short passage will appear. In groups, the students are to use the worksheets I gave them to fill out the key details revealed in the passage they have just read together. The students will visit each QR code, scan it, and fill out worksheets for each passage. Once finished, students should return to their desks, still sitting in groups. This lesson will help students not only work to identify key details in a text, this lesson also will help students become more familiar with QR codes and how they work.
10 minutes	<b>Closure:</b> As a class, we will spend some time discussing the passages and	I will go over each passage one by one. During this time, I will ask the different groups what they have written down on their worksheets. By talking aloud with the class, students can notice if their key details match up with other groups' key details

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.
	the key details that were revealed in the texts.	that they recorded. This is a great assessment and a great way to see if my students are grasping and understanding how to recognize key details in a text. Once we are done discussing the passages, I will ask my students to discuss in their groups some questions that they had about each passage. This will help students develop a deeper understanding and will cause them to think about the passages a little more in depth.

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>Multiple methods and strategies will be used to accommodate/modify the lesson for students. I might have to go over concepts slower and explain more details in depth. Some additional modifications would be to have these students learn from videos and audiobooks rather than me teaching the concepts to them. These students might need worksheets with larger print. The students might benefit better from recording the lesson or the students might require a written list of detailed instructions. For the lesson, the student might need to be seated closer to the smartboard or seated further away with no other students around. I, as the teacher, might have to give my students a worksheet with vocabulary words and their definitions to help students understand better. When grading or assessing students, I would have to take into consideration their abilities and be sure to be fair when grading.</p>	
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**Differentiation:**

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>In this lesson, I will be incorporating an authority teaching style (lecture), a demonstrator teaching style (coaching style), and a delegator teaching style (group style.) By incorporating these various teaching styles and instructional methods, I am able to ensure that the needs of all my students are met in some way. These styles are very different, but help to accommodate my students' needs as much as possible. By using various visuals, videos, and worksheets, I am able to reach a vast majority of my students' needs, as well.</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 &amp; what is assessed).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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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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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>