

**Lesson Plan Template**Lesson Segment Focus Learning about and creating timelines of events Lesson \_\_\_\_\_ of \_\_\_\_\_Course & topic addressed Chronology & Science Date 11/12/18 Grade 1st**Student Outcomes**

Specific learning objectives for this lesson.	Students should learn how to create a timeline based on events that happened in the iMovie video.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be familiar with timelines and should know how to create them.
Knowledge of students background (personal, cultural, or community assets)	Students understand timelines based on conversations with friends and family.

**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>H.12.1.2</b> – Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago)
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**Academic Language Support**

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>To help assist students to understand key academic language and develop their content learning, I, the teacher, will be completing the timeline with my students. As a group, we will work together to construct the timeline. Students will also have access to a worksheet with the events listed in a detailed manner. To provide varying supports for students at different levels of academic language development, I will list the events that are in the iMovie on a worksheet. For further understanding, I will print pictures of the events in the iMovie so students can have a visual in order to create the timeline.</p>
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Timeline, iMovie, Events, First, Then, Next, Last, Finally, etc., sequence</b>
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### Materials

Materials needed by teacher for this lesson.	SmartBoard, iMovie (scientist Sally) worksheets, Inspiration
Materials needed by students for this lesson.	iMovie, worksheet, Inspiration

### 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> I will talk with students about the lesson and explain what a timeline is.	I, the teacher, will explain to my students the lesson for today. I will tell them that we will be creating a timeline based on events in the iMovie that we are about to watch. I will ask my students if they have ever created a timeline before. I will mention some words that are associated with timelines and I will talk about various ways to use timelines.
15 minutes	<b>Instruction:</b> I will play the iMovie while students pay attention to the events happening.	I, the teacher, will play the scientist Sally iMovie for my students. Students should be sitting at their desks quietly, paying close attention to what is happening. Throughout the iMovie, I will ask some questions to see if my students are paying close attention. Once the iMovie is over, some brief discussion will take place. Students should share some of their favorite parts of the iMovie. I will ask and discuss a few of the events that happened to make sure students have a clear understanding.
20 minutes	<b>Closure:</b> As a group, we will create a timeline with Inspiration and use the worksheet as a guideline.	Once the iMovie is over and a brief discussion has been had, students will look over the worksheet that has the events listed on them. The worksheet will have the steps of the science experiments listed in random order. Students should take some notes on the worksheet, perhaps label which steps happened first, second, and so on. As a group, we will create a timeline using Inspiration. I will ask students what scientist

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.
		Sally did first. Once we are in agreement, I will enter the information in Inspiration. These steps will repeat until we have created a complete timeline with all the information listed. As a group, we will create a timeline for each science experiment. The Inspiration timelines should involve the first half of the iMovie (first experiment) and the second half of the iMovie (second experiment).

**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), and a demonstrator teaching style (coaching 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>