

Lesson Plan Model¹

Lesson Title/#: ELA

Grade Level: 2

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	The students will be able to distinguish the difference between different versions of one story.
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary</p>	<p>The students must be able to tell the difference between things and know what comparing and contrasting means.</p> <p>They must also understand that different cultures have different versions of things that can be similar or different.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

to support the learning of the skills and concepts for this lesson?	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	<p>Some students might not understand the different cultural references in some of the books so I must know what they are and be able to explain them.</p>

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch 15 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>We will start by reading our last version of Cinderella.</p> <p>Day 1 Cinderella Day 2 The Egyptian Cinderella Day 3 The Rough Faced Girl Day 4 Prince Cinders</p>
<p>Instruction 20 Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning</p>	<p>The students should have a little packet of notes throughout the week of reading to look back on. I will have a mind map we will do together as a class. We will have to pick 2 of the stories to do the mindmap with and recall what was different and what was the same in each story and fill in the mindmap. After that the students will have a free write about which story was their favorite/least favorite and why.</p>

and their personal/cultural and community assets?

What will you say and do? What questions will you ask?

How will you engage students to help them understand the concepts?

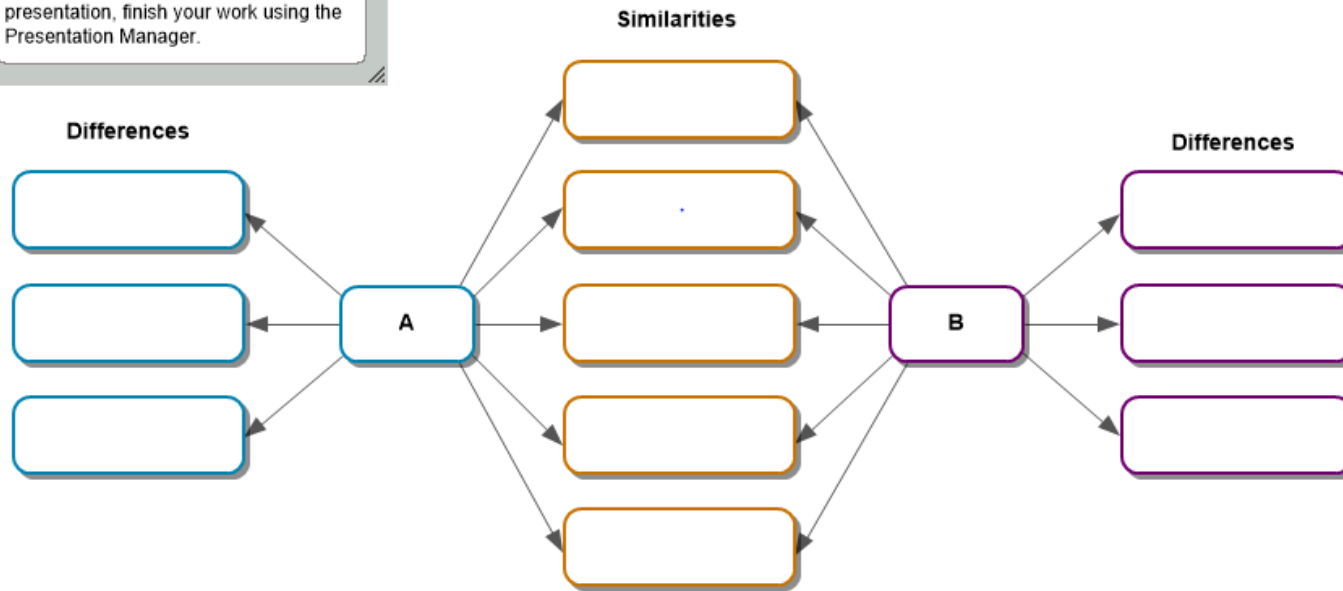
What will students do?

How will you determine if students are meeting the intended learning objectives?

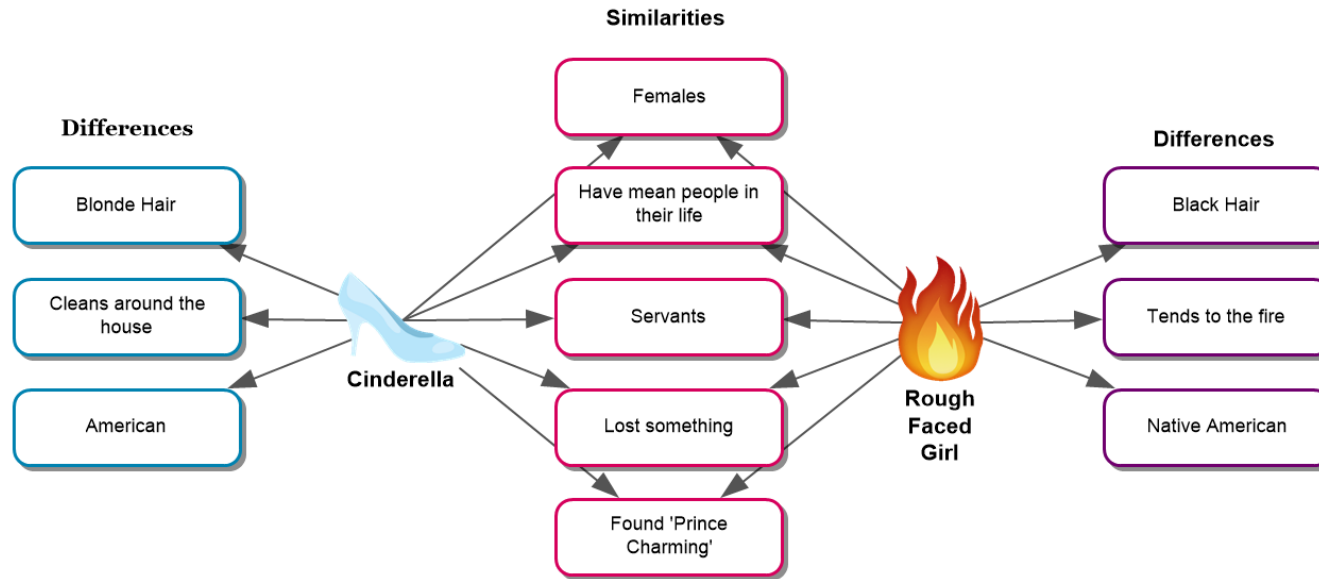
Compare and Contrast

Characterize similarities and differences between two concepts or topics using symbols and text. Build out the graphic organizer, using notes to provide detail. To expand your document into writing, switch to Outline View. To create a presentation, finish your work using the Presentation Manager.

Compare and Contrast



Compare and Contrast



Structured Practice and Application
20 Minutes

The students will work independently and write about their favorite/ least favorite version of the story and tell why.

How will you give students the opportunity to practice so you can provide feedback?

How will students apply what they have learned?

How will you determine if students are meeting the intended learning objectives?

<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>Cinderella Work Song</p> <p>To prepare them for the Cinderella movie on Friday</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i> Whole class will be the story and mindmap</p> <p><i>Groups of students with similar needs:</i> --</p> <p><i>Individual students:</i> Individual will be the writing assignment</p> <p><i>Students with IEP's or 504 plans:</i> Students with IEPs or 504 plans will have their needs met. Any accommodations or modifications will be made accordingly.</p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use</p>	<p>Students will have interaction time when we are talking about the stories and when we are filling out the mindmap.</p>

when forming groups?	
What Ifs What might not go as planned and how can you be ready to make adjustment?	If the video does not work we can have a group discussion to close instead.
Theoretical Principles and/or Research-Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	Students will need to be able to compare and contrast in their future, so it is important that they learn and understand this concept.
Materials What materials does the teacher need for this lesson ? What materials do the students need for this lesson ?	The teacher needs: books, mindmap, computer and projector The students need: pencils and paper

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	The students must understand different cultures have different versions of stories and that its OK
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What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	Culture, Difference, and Similarities
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	They will need to know what these words mean in order to truly learn the content.
What are your students' abilities with regard to the oral and written language associated with this lesson?	--
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	After the lesson if I heard students still using those words they get rewarded.

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

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Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.