

Name **Hannah Bridger**

Lesson Plan

Learning Segment Focus **Integration of Knowledge and Ideas**
Lesson **1** **of** **1**

Course & topic addressed **English – Describing characters, setting, and events**
Date **12/1/2020** **Grade** **1**

Student Outcomes

Specific learning objectives for this lesson.	To be able to explain in detail characters, settings, and events.
Justify how learning tasks are appropriate using examples of students’ prior academic learning .	This will help the student learn to look for detail when they are listening or reading, and it will also expand their vocabulary.
Justify how learning tasks are appropriate using examples of students’ personal, cultural, linguistic, or community assets .	Helps the student learn to pay very close attention to things when assignments like this are brought to their attention. I think that this is important for students to learn.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	CCSS.ELA-LITERACY.RL1.7
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Illustrations, details, describe
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Academic Language Support

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? 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) ?	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Book, computer, smartboard, padlet
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Books, tablet

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)
10 min	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Read a picture book to the students • Students will have a print out of the book for themselves 	<p>I will be reading this book out loud while the class follows along with their own printed out book.</p>
30 min	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • The class will take their tablets and type in words that they found that described • This is where the padlet will come in • Class will compare the words • Class will talk about what words mean 	<p>The class will be instructed to underline words that are descriptive. Afterwards, the class will be asked to get out their tablets. This will lead to me instructing them to type which words they found from the book that match the instructions given. We will discuss as a class what the meanings of these words mean.</p>
10 min	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Class will create their own short story that will include words from the book that I read to them 	<p>Class will take time to type on their tablet onto a new padlet assignment a 2 sentence short story that will include words from the book/</p>

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</p>	<p>.</p>
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federal and state law.)	
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Differentiation

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.)	
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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).	<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

Explain connections to theories and/or research (as well as experts 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 .	
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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>;
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