

Name Hannah Cunningham

## Lesson Plan Template

Lesson Segment Focus Informational Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed Informational Text Date \_\_\_\_\_ Grade 5th

### Student Outcomes

Specific learning objectives for this lesson.	Students will determine main ideas from Informational texts. Students will understand main ideas are supported by key details. Students will identify key supporting details of main ideas of a text.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will use their understanding of main ideas, determining an author's purpose, and reading for understanding.
Knowledge of students background (personal, cultural, or community assets)	Students may be able to connect personally to the informational text provided. This may allow for a different view of information.

### 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.5.2</b> Examine a grade-appropriate informational text. Provide a summary. Determine the main idea of a text and explain how it is supported by key details
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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?	For academic language support, I will provide students with a Concept map model made on Total Recall. This map will include the labels for each component of the activity. For some students, I may need to have a real text example. For others, having the headings will help them enough.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Main Ideas, Evidence, Key Details, Support</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Informational Text Handouts, Total Recall Concept Map (an example using an well-known text), Computer, projector, board, Instructions for the activity
Materials needed by students for <b>this lesson.</b>	iPad, highlighter or pen, pencil, paper, Total Recall App, sticky notes

## 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.
20 minutes	<b>Introduction:</b> Introduction of Context surrounding the Informational Text	Before I start the lesson, I will ask the students what they think life was like 200 years ago. I will ask them what it would have been like for men, women, and children. I would use guided questions to lead them to considering certain ethnicities and gender groups. I would write some of their ideas on the white board and then proceed with the video. To get students acquainted with the subject of their informational text, I will play a YouTube Video biography of Sojourner Truth ( <a href="https://www.youtube.com/watch?v=TrVek_dWsmg">https://www.youtube.com/watch?v=TrVek_dWsmg</a> ).
Day One: 55 Minutes  Day Two: 55 Minutes	<b>Instruction:</b> <b>Day One</b> 1. Informational Text 2. Explain Task 3. Independent Student Work <b>Day Two</b> 4. Continued student work as needed. 5. Discuss with a partner  6. Make a concept map of Informational Texts as a class	<ol style="list-style-type: none"> <li>To start the instruction time of the lesson, I would hand out the informational text in a print copy so the students could write in the margins, highlight, or use sticky notes to note certain ideas. This is the reading about Sojourner Truth (<a href="https://www.commonlit.org/en/texts/african-american-suffragists?search_id=16783403">https://www.commonlit.org/en/texts/african-american-suffragists?search_id=16783403</a>).</li> <li>Next, I would handout a guide that would assist students in understanding the task. I would explain to the students that Informational texts have a purpose. They share main ideas to inform the reader about a topic. Each main idea is supported by evidence known as key details. These details help further add to and develop the main idea for the reader. I would show my students the example of a concept map and how it reflects the guide I had given them. I would instruct the students to read the article, annotate, highlight, and take notes on the guide. Once the guide is finished, students will then grab an iPad and get on the Total Recall App. The students will create a concept web resembling the guide in that it will discuss the main ideas and supporting details of the topic of the informational text. I will then set students free to work.</li> <li>Independent student work will take place while I walk around the room and offer support. I will also read the article with them, highlight, and make notes and fill out the guide. I will also create my own web while the students work. I will provide feedback and appropriate supports.</li> <li>Continued work on Day Two. Offer feedback and supports as needed.</li> </ol>

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.
		<p>5. When students are finished, they will turn to a partner and discuss their concept map. They will compare and contrast their concept maps. Then each student will come up with a summary for the text and write that on their guide and include it in their concept map. They will hand these in.</p> <p>6. We will then discuss as a class what an informational text is made up of. The activity and guide should have guided the students to say: purpose, big ideas, and key details. We will make a concept map of Informational Texts. Each bubble with consist of a term and a class made generalization or definition of the term. I will print this concept map out and hang it on the wall.</p>
Day Two: 20 minutes	<b>Closure:</b> Extend knowledge of Informational Texts	I will ask students what other topics Informational Texts are written on. We will brainstorm ideas as a class and also include these examples of topics and possibly titles on the informational Text posters for the wall.

#### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Some students may need at least one main idea or supporting detail written out for them. Others may need more or less. I could also make notes on their text to draw their attention to certain pieces of information.
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#### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>The guide will help students become organized before trying to make a concept map. This will prevent unnecessary information being put on the map.</b>
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Formal assessment: summary that the students write.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

#### Research/Theory

Identify theories or research that supports	
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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>;  
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