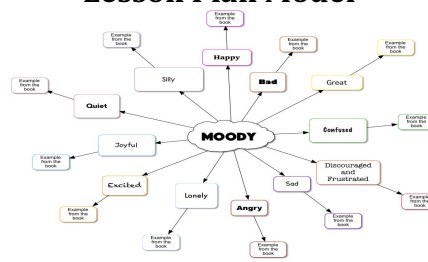


Lesson Plan Model¹



Lesson Title/#: Moody

Grade Level: Kindergarten

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>The focus for the content in the learning segment is to describe the relationship between the book’s illustrations and the books content and be able to show that knowledge on a worksheet.</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>R.L.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.</p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>Students will be able to describe illustrations and the relationship they have with a story.</p> <p>Students will acknowledge feelings and articulate how they are feeling.</p> <p>Students will understand that everyone has feelings.</p>
<p>Prior Academic Knowledge and Conceptions</p>	<p>They must know what an illustration is to understand the content standard.</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.

<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 to support the learning of the skills and concepts for this lesson?</p>	<p>Some students may not have a lot of prior knowledge about feelings or moods or how to describe them.</p>
<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>	

Instructional Strategies and Learning Tasks

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

<p>Launch 2-3 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Making different faces and asking them how they think I'm feeling, then introduce the book, <i>Today I Feel Silly & Other Moods That Make My Day</i>, by Jamie Lee Curtis with illustrations by Laura Cornell.</p>
<p>Instruction 15 Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p>	<p>I'll read the book with excited tones and attitudes based on the feelings of the character, who I've named Moody, because she wasn't given a name. I'll make sure every child has a view of the illustrations, and I might walk around to make sure everyone is paying attention.</p>

<p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I'll link the new content to students' prior academic learning by relating the book that's being read to any prior books that've been read. Asking continuous questions and relating it back to anything we've done in class so far.</p> <p>I'll ask "Does anyone feel this way? Do you ever get mad, sad, joyful.. etc.?" "Do your friends ever feel this way? Have you had a bad day before? Good day? Have you ever felt silly?"</p> <p>I'll make different faces and talk in different voices while I read to them.</p> <p>The students will pay attention and sit down while I read.</p> <p>I will go around checking the work that the children are doing while they are filling out their face and feeling worksheets. The student's will also help me to fill out an Inspiration Web that goes along with the traits of the character (the moods) and pull out different examples from the book.</p>
<p>Structured Practice and Application 15 Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p>	<p>Each student will be given a sheet with empty faces with different times of the day under them, so they can fill out the face with how they feel at that time of day. I'll be walking around and making sure they understand their feelings and correctly documenting those feelings.</p>

<p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Closure 3 Minutes</p> <p>How will you end the lesson?</p>	<p>I'll end the lesson by asking how the students enjoyed the book and the activity.</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></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></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</p>	<p>Students may work in groups to help me fill out the Inspiration web. I'd put them in groups according to the roll sheet, the last kid with the first kid and so on. I will be mindful of any discrepancies and work around them accordingly. Each group could have a set mood and give me one example from the book.</p>

<p>opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	
<p>What Ifs What might not go as planned and how can you be ready to make adjustment?</p>	<p>If the technology isn't working or available, then a teacher would need to create a web by hand, using a big white pad and some different colored markers.</p>
<p>Theoretical Principles and/or Research-Based Best Practices Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials What materials does the teacher need for this lesson? What materials do the students need for this lesson?</p>	<p>The teacher needs the face worksheets, the book to read from, Inspiration, a computer, and if the technology isn't available or working properly then the teacher will need a big white sheet pad, with markers to make a web by hand.</p> <p>The students need crayons, their listening ears, a pencil to write their name, and a good attitude.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be</p>	
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intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
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?	
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?	

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?

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.