Name Jasmine Baker

Lesson Plan

Learning Segment Focus Print Awareness _____ **Lesson 8 of 8**

Course & topic addressed Concept of Print_____   **Date 12/07/2020 Grade 3rd**

Student Outcomes

Specific learning **objectives** for this lesson.	Students will create their own read aloud video using their knowledge of print awareness.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have previous knowledge of how to read a book correctly by knowing the concepts of print.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students previous and future knowledge of print awareness will assist in the students real world and linguistic abilities.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RF.3.1 Taught in Grade 1 and should be reinforced as needed. (RF.K.1 Demonstrate understanding of the organization and basic features of print)

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Concepts of print** **Title** **Author** **Illustrator** **Cover** **Spine** **Print Awareness** **Punctuation**

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)?**	• Students are **identifying** concepts of print related to books. • Students are **applying** knowledge previously learned.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, iMovie, favorite book, projector, list of concept of print rules
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Computer, iMovie or other videoing apps, Favorite book

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)
15 min	**Introduction**: • We will review their knowledge of print awareness. • We will speak briefly about the concepts of print and how they can apply it to bigger books they are reading.	• TTW start off by reviewing the several print awareness steps that students should already know. • TTW ask students how they can apply these concepts of print to bigger books that they are beginning to read now. • TTW ask the students what their favorite book is and why.
45 min	Instruction: • I will explain in detail the assignment regarding concepts of print. • I will review with students how iMovie works and how to handle their computers. • Students will brainstorm the concepts of print they already know.	• TTW tell the students that they will be reviewing their knowledge on concepts of print by creating their own read aloud video on their favorite book. • TTW ask the students to write down several concepts of prints rules that they remember. • TTW ask they students to choose a book that is their favorite and apply their knowledge to those books. • TTW play the iMovie of her doing an example read aloud and tell the students to pay close attention to the way the teacher is expressing the words in the book and using the concepts of print to point of the author and illustrator. • TTW tell the students to brainstorm ideas and create a draft of what they will do on their read aloud video.

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)
5 min	**Closure:** • I will tell the students to put their material away. • I will ask the students to create their own videos at home as homework.	• TTW tell the students to put away all their materials and put their brainstorming work in their homework folders. • TTW tell the students that for homework they will have to take their favorite book and create their read aloud on iMovie expressing their knowledge of concepts of print. • TTW tell the students that with the video they show they are capable of handling bigger books and can be responsible with them.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	**Remediation/Intervention:** I will apply more focus on those that may need remediation or intervention by having small group lessons is necessary without making the students feel singled out. **IEP/504:** I will follow the individualized IEP/504 to the student while incorporating the lesson. **LEP/ESL:** I will use translation to the best of my ability for any part of the lesson that might not be understood, even putting the lesson in simpler phrases.	.

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.)	**Students will have written and verbal instruction to ensure understanding of the assignment and topic.** **Students will have a teacher example of the assignment providing a visual to assist in what is expected for the assignment.** **Students will have prior knowledge of how iMovie works.**

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).	☐ Formative /☐ Summative	Students will create their own video and submit to show their understanding.
	☐ Formative /☐ Summative	Students will have a test over the important concepts of print that they have learned.
	☐ Formative /☐ Summative	

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support	Research supports students using technology to enhance their learning helps their learning process.

the approach you chose and justify your choices using **principles of the connected theories and/or research.**	Research supports having a visual of what is expected help students work more effectively.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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;
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