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Lesson Plan Template

Lesson Segment Focus Retelling Stories

Lesson _____ of _____

Course & topic addressed Retelling details of stories and story elements

Date 10/23/18 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to retell key details and elements of stories.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will remember what settings, characters, and other key details are.
Knowledge of students background (personal, cultural, or community assets)	

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.	Describe characters, settings, and major events in a story, using 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?	I will use visual maps we have made in the past of story elements of books such as The Three Little Pigs, Cinderella, etc., and other common fairytales and fables. I will make sure the students understand the various common story elements we have discussed.
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Key Vocabulary

What vocabulary terms/content specific	Details, story elements, characters, beginning, middle, and end, setting, and “dissecting a
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terminology must be addressed for students to master the lesson?	story,” a term we use often in class!
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> ● “Frida Kahlo and her Animalitos” by Monica Brown ● Google Slides ● Story Elements anchor chart (previously made)
Materials needed by students for this lesson.	<ul style="list-style-type: none"> ● Chromebook ● Google Slide

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Time	Instruction & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<p>Introduction: TTW call the students to the carpet to listen to a story. She will say, “Make sure you are listening with your very best listening ears, because we are going to be dissecting this story later!”</p>	
	<p>Instruction: TTW read “Frida Kahlo and her Animalitos” by Monica Brown to the class, asking questions along the way such as, “Okay, so who is Diego?” (Frida’s husband.) “What is the setting of this story? Do you know where that is?” (Bring up a map if necessary-- show Mexico.) “How many pets have you counted that she has so far? What kind are they? Which is your favorite and why?” Once we are finished, TTW ask more questions about the book,</p>	

	<p>such as “What happened to Frida when she was a little girl?” “What did Frida do with her dad as a little girl?” “What do you think growing up in Mexico did for Frida’s art?” “When did Frida start painting?” As well as other questions that require retelling or recounting details of the story. TTW ask questions about who the characters are in this story. (Diego, Frida, Frida’s parents, her animals.) TTW direct their attention to past anchor charts made to map stories and discuss. Then TTW tell the students that today they are going to create their own story map using Google slides. She will send them back to their desks and Chromebooks.</p>	
	<p><u>Closure:</u> TTW instruct the students to make their own story map using Google Slides. TTW tell students they may use as much or as little decoration as they want, but they must tell characters, settings, and at least 3 key details.</p>	

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.By giving individualized one-on-one attention, by assisting them in operating Google Slides, and by presenting more visual examples for them to follow. Can also a sign a buddy if needed.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Discussion, guided project working, and keeping examples mounted around the room or on the Smartboard.
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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).	Formative <input checked="" type="checkbox"/> Summative	Monitoring students' understanding and answering of questions concerning the reading
	Formative Summative <input checked="" type="checkbox"/>	Assessing students' slideshow maps of stories for understanding
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports 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/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

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