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## Lesson Plan Template

Lesson Segment Focus Story Elements

Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed Language Arts, story elements

Date 10/30/18 Grade 1st

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to evaluate story elements such as character, setting, and plot elements from popular stories such as Cinderella.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will remember that stories have order and organization.
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.	<b>RL.1.3 Describe characters, settings, and major events in a story, using key details.</b>
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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 graphics, such as an ebook made by me with pictures of characters and events, and I will provide scaffolding through discussion for students as time goes.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>fiction, nonfiction, plot, sequence, organization, form, characters, setting, theme</b>
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## Materials

Materials needed by teacher for this lesson.	Cinderella book Cinderella story elements eBook Binder rings Hole puncher
Materials needed by students for this lesson.	Paper Writing utensils

## 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.
	<u>Introduction:</u>	TTW walk in carrying a (faux) glass slipper to grab students' attention. TTW say, "Has anyone ever heard of a story that includes a glass slipper?" (Cinderella!) "You're right! Well today we are going to be looking at the story of Cinderella with a magnifying glass, a little closer! What do you think? Let's go to the carpet." TSW go to the carpet for reading time.
	<u>Instruction:</u>	TTW read aloud Cinderella to the students, pausing to ask questions along the way. She will point out small portions of story elements along the way, and when she is finished, she will ask a few more post-reading questions, guiding students toward conversation about details of the plot, story elements, etc. Then, the teacher will pull out the Cinderella story elements eBook and read it to the children, having them follow along and answer questions. TTW then allow students to guide the conversation concerning story elements.

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.
	<b>Closure:</b>	TTW instruct students to go to their tables as they are going to create their very own books about the story of Cinderella! TSW go to their tables as the teacher passes out the supplies. She will give them paper and writing utensils to create their own books about Cinderella and its story elements, and when they are finished, she will bind them using a hole puncher and binder rings.

#### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I will scaffold for my students in this category by offering assistance through discussion questions and one-on-one help during the activity.
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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>I will ask a variety of questions and guide conversation toward different facets and veins of the conversation for different types of learners. The eBook activity will also help students to engage in learning in another way.</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 type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative	Asking questions, discussion, and conversation
	<input type="checkbox"/> Formative / <input type="checkbox"/> <b>Summative</b>	Students' finished books—assessing for understanding of story elements
	<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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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How will I use assessment data for next steps?	
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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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
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