

Lesson Plan 2

Lesson Segment Focus: Watch video on healthy eating and discuss the importance with others. Lesson 2 of 5

Course & topic addressed: English/Language Arts Date: Grade:

Student Outcomes: Be able to discuss ideas portrayed in the video with others and organize thoughts in graphic organizer

Specific learning objectives for this lesson.	Students will watch video and complete a graphic organizer to display their understanding of the principles taught in the video
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have talked about different food groups and why we learn about them in previous lesson.
Knowledge of students background (personal, cultural, or community assets)	Students should use graphic organizer and prior cultural, environmental, knowledge to correctly organize thoughts and ideas taught in the video.

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.	<p>HW.8.4.3 Discuss the messages of media sources that contribute to health information</p> <p>W.4.1.B Provide reasons that are supported by facts and details.</p> <p>W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>Students will need to know key words already discussed before in previous lesson. They will need to know what a graphic organizer is and why we use them. They need to know key English/Language Arts language like: main idea and supporting facts.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Be able to acknowledge words they do not know from the video
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Materials

Materials needed by teacher for this lesson.	Video from YouTube to show to the class. A smart board Projector https://www.youtube.com/watch?v=mMHVEFWNLMc
Materials needed by students for this lesson.	Graphic organizer hand out Pen or pencil Listening ears

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.
5 min	Introduction: Hand out graphic organizer	Students will work independently and fill out graphic organizer
20 min	Instruction: Students will have 20 min to fill out graphic organizer.	Students will fill out graphic organizer in full detail. They will acknowledge the audience to who the video is targeted for. Why the video is important. Where and when the information can be applied. Also, what is happening in the video. They will keep graphic organizer for a later assignment.

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.
5 min	Closure: Explain to students that they will use the graphic organizer for a later assignment.	Students will need to keep up with the graphic organizer for use in lesson 5.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try) Students will fill out the graphic organizer, some students may need to work in small groups or have extended amount of time.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try) Students could create their own graphic organizer and organize information the way that they see fit.
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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"/> Formative / <input type="checkbox"/> Summative	Teacher will assess students by walking around room and making sure they are on track by answering the questions and organizing the information correctly
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<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/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>