

Around the Classroom Lesson Plan

Lesson Segment Focus: Around the Classroom

Lesson 3 of 20

Course & topic addressed: Culture

Date: 11/13/19

Grade: Third

Student Outcomes

Specific learning objectives for this lesson.	Students will learn different products of different cultures. They will specifically learn about a different language in a common area, the classroom.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have learned about the different countries of the world and that there are several different cultures throughout the world.
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.	CLT.1.3.1 Discuss products of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks)
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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?	This is a different language lesson for everyone, so most of the students won't be able to understand either. This will be a new lesson for almost everyone. Those that already know Spanish, will be able to help the others.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Hola, Adios, Beinvenido, classroom, desk, chair, backpack, teacher, friend, paper, pencil, book
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Materials

Materials needed by teacher for this lesson.	Power Point presentation – E-Book.
Materials needed by students for this lesson.	Paper, pencil, and book.

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> Review what culture is and what different languages mean.	I will be at the front of the classroom, possible walking around. Just having a discussion about what they know about different cultures.
	<u>Instruction:</u> I would have them get out a book, pencil, piece of paper. Then get my E-book ready to view.	I would be at my desk to navigate the E-book, with my book, pencil, and paper. I would flip through the E-book one page at a time, ensuring that everyone repeats the words and understands how to say them.
	<u>Closure:</u> Review and complete the worksheet	The worksheet wouldn't be for a grade, it would only be for them to take home to practice their new words.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I would keep reviewing until everyone has it. Then, reinforce with a worksheet so they can practice at home.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	In my E-book, there are pictures of the words, as well as them being wrote out for them to see how they are said.
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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	
	<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>