'Splice' Movie Project

Lesson Segment Focus_____Describe Characters in a Story_____   **Lesson _____of_____**

Course & topic addressed _____Language Arts: Characters in a Story_____   **Date__10/16/19___ Grade___3____**

Student Outcomes

Specific learning objectives for this lesson.	Be able to describe characters in a story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be able recount stories and pick up on context clues to determine clues about the characters.
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.	RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

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?	Do a vocabulary worksheet and discuss the terms before the lesson begins.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**Character, plot, sequence, first person, third person, past tense**

Materials

Materials needed by teacher for **this lesson**.	Class iPads and the App, "Splice"
Materials needed by students for **this lesson**.	iPad, pencil, paper,

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.
	Introduction:	Review the main books we've read as a class and let them choose their favorite one.
	Instruction:	Split everyone up into groups and then explain how to get to the app. They will take turns recording each other and creating their short film.
	Closure:	We will go through our checklist to make sure they've added and fixed everything they needed to. Then, as a class, we will watch everyone's videos we made!

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I might modify by having one group do one person. Possibly assign one specific book that only has a few characters to choose from. If a student is having trouble deciding, give them suggestions until they hear one they like.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I would show them a video of me doing it, so they know exactly what to expect.

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	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

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.