

## Lesson Plan Template

### Learning Segment Focus: Asking and Answering Text-Based Questions

Lesson 1 of 1 Topic: English Language Arts Date: 05/04/2021 Grade: 2<sup>nd</sup>

#### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Given an iPad with access to the MindMup website, students will create a simple graphic organizer answering who, what, when, where, why, and how questions over a nonfiction passage about Alexander Graham Bell’s invention of the telephone.
Justify how learning tasks are appropriate using examples of <b>students’ prior academic learning</b> .	Students will use this exercise to practice previously learned comprehension strategies that include the use of graphic organizers.
Justify how learning tasks are appropriate using examples of <b>students’ personal, cultural, linguistic, or community assets</b> .	This lesson will foster basic comprehension skills that are necessary in everyday life regardless of culture or language. We must be able to read and understand contracts for jobs, car purchases, and home purchases, as well as shopping, consuming media, and various forms of communication.

#### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RI.2.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
---	---

#### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Telephone, graphic organizer, Alexander Graham Bell
---	---

#### Academic Language Support

What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	Students will create a story web graphic organizer on the MindMup website. They will use the nonfiction passage to fill in their organizer as we have done with previous texts. Before we begin, I will review what elements can be found in a nonfiction passage (who it is about, where they lived, when, what they did, and why and how they did it). They will have an opportunity to put their examples on the interactive whiteboard to share what they found in the story. Classmates can see examples and hear how their peers found the correct information.
---	---

#### Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Interactive whiteboard Projector Document camera Copy of the nonfiction passage
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	iPad with access to the MindMup website nonfiction passage about Alexander Graham Bell’s invention of the telephone

### Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Brief overview of activity</li> <li>• Read aloud of the nonfiction passage</li> <li>• Gather materials</li> </ul>	<p>I will give students instructions while they are sitting at their desks to prepare them for what they are about to do. I will start by reading the nonfiction story aloud to my students on the document camera and projector. Once the read aloud is finished, students will get their iPads and I will pass out copies of the passage.</p>
20 minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate use of MindMup website</li> <li>• Create story web graphic organizer with who, what, when, where, why, how elements from passage</li> <li>• Fill in organizer independently</li> </ul>	<p>I will start by showing students the basics of the MindMup website. On the interactive whiteboard, I will show them how to create a simple story web and have them follow along with me step by step to make the lines and bubbles with who, what, when, where, why, and how sections. Once we have finished making the organizer, I will give them time to fill it out independently with information they find in the passage. I will walk around and help where necessary. When they finish that, I will help them share it with me and they will be allowed to get on PBS Kids on their iPad while they wait to move on.</p>
10 minutes	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>• Make graphic organizer as a class on the interactive whiteboard</li> </ul>	<p>Once everyone is finished, I will again refer to the blank MindMup organizer on the interactive whiteboard. I will call on volunteers to help me fill in the missing who, what, when, where, why, and how information. Students will be able to compare their organizers with our finished one once the lesson is over.</p>

### Technology Integration

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>We will be using MindMup on the iPads and the interactive whiteboard to complete this activity. Using these technologies will likely keep students more engaged than if they were to do it entirely on paper. By using the document camera, I can read the passage aloud and everyone can follow along. Using individual iPads will give them a chance to try the activity independently based on skills they have already learned. Then on the interactive whiteboard, we can complete the same activity together so that the students can check and see if they found the correct information in the passage. I will also be able to keep a digital copy of their organizers instead of trying to keep up with physical copies.</p>
--	--

**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<p>Accommodations and modifications will depend on the students in my classroom. Some students may need something as simple as a seat close to the board or close to me so I can assist them. We will make the basics of the organizer together and they can use a friend for help if necessary. Some students may need their organizer to be already made so they can just fill it in. Some may need text to speech or speech to text to fill in their organizer and listen to the story. Some may need the passage translated to a different language or presented in both English and their native language. Many other strategies could be implemented depending on the students present.</p>
--	---

**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Since I will be walking around the room assisting students wherever necessary, I can individualize my approach with each student depending on their needs. I can use prompting and questioning or allow them to work on their organizer with someone if they need extra help. If there are students who need more of a challenge, I could incorporate predictions into their organizer or have them add more details to their information.</p>
---	---

**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative</p>	<p>I will walk around to assist students as needed during the activity. While I am doing this, I will be able to informally assess if students are understanding the who, what, when, where, why, and how concepts and how to find that information in the passage.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> <b>Summative</b></p>	<p>When the activity is over, I will have a digital copy of all their graphic organizers before they were given the opportunity to correct them. I will be able to look them over and see if the information they selected from the passage is sorted into the correct sections.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>This lesson correlates well with Skinner's transfer of learning theory which explains that students can absorb information in one setting and apply it to something else. Students will have already been introduced to the use of graphic organizers for comprehension and will take that foundational knowledge and apply it to this activity.</p> <p>Vygotsky proposed that learning has a unique social aspect. By listening to the views of others, children can apply these to their own thinking to better understand certain concepts.</p> <p>This activity also allows for multisensory instruction. They will listen to a story and create their own organizer. They are engaging with the material instead of just passively listening to a teacher lecture to them.</p>
--	--

**Lesson Reflection/Evaluation**

<p>What went <b>well</b>?                  What <b>changes</b> should be made?                  How will I <b>use assessment data</b> for next</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
--	--

steps?	
--------	--

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>