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Lesson Plan Template

Learning Segment Focus: <u>Story Elements – Characters, Setting, Plot</u>

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

Student Outcomes

Specific learning **objectives** for this lesson.	Given a Rocketbook notebook and a book of their choice (1 of 5 preselected books) on the Epic app for iPad, students will draw and complete their own graphic organizer that describes the characters, setting, problem, and resolution.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	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 **students' personal, cultural, linguistic, or community assets**.	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 text passages in contracts for jobs, car purchases, home purchases, shopping, consuming media, and various forms of communication.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Characters, setting, problem, solution, graphic organizer

Academic Language Support

What are the **Academic Language Function(s)** (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 **Academic Language Supports** 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 **Academic Language Demands (vocabulary, syntax, and discourse)?**	Students will draw a graphic organizer of their choice, whether that be a web, timeline, storyboard, story map, or KWL chart. They will use whichever they believe will help them to learn best. They will use the text to fill in their organizer as we have done with previous texts. Before we begin, I will review what the story elements are and that students should use their own words to describe the characters, setting, problem, and resolution. They will have an opportunity to put their examples on the interactive whiteboard to share what their story was about with the class. 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 Computer with access to Google Classroom Projector
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	iPad with access to the Epic and Google Classroom apps Rocketbook notebooks with compatible pens

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)
5 minutes	**Introduction**: • Brief overview of the activity • Distribute materials	I will give students instructions while they are sitting at their desks to prepare them for what they are about to do. I will quickly demonstrate the use of the Rocketbook notebooks and have students get their iPads while I distribute the Rocketbooks. I will put up examples of different graphic organizers on the interactive whiteboard as they begin working.
20 minutes	**Instruction:** • Listen to and/or read 1 short story out of 5 preselected ones on Epic • Complete graphic organizer of their choice in the Rocketbook	Students will be reading and/or listening to 1 of 5 preselected fiction books on Epic. While they do this, they will draw and complete their own graphic organizer in their Rocketbook. It must contain information about the characters, setting, problem, and resolution. As they are working, I will walk around to help anyone who needs it. As they finish making their organizers, I will help students upload them to Google Classroom through their QR codes. When students finish, they will be allowed to explore Epic until everyone else is done.
10 minutes	**Closure:** • Share completed graphic organizers on the interactive whiteboard	I will ask for a few volunteers who are willing to share their graphic organizers on the interactive whiteboard. I will pull up the volunteer's organizer and let them read it to the class and talk about what they read in their story and how they found the correct information to include.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students. **Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	Students will be using iPads and Rocketbooks to complete this activity. Using these technologies will likely keep students more engaged than if they were to do it entirely on paper. Students will start on the activity individually but can collaborate if I allow them to, potentially if they are struggling. Since they can easily share their organizers through a QR code and Google Classroom, we will be able to share them with each other immediately after they are created. We will also be able to keep a digital copy of their organizers instead of trying to keep up with physical copies. The Epic app gives students plenty of choices of books to read without having to possess all the physical copies. It also gives the option to listen to the book and follow along for those students who struggle reading independently.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	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. They will have the opportunity to listen to the book instead of trying to read it on their own. Some students may need already made graphic organizers that they can choose from. Some may need text to speech or speech to text to fill in their organizer. Some may need the book 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.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	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 who chose the same story as them. If there are students who need more of a challenge, I could incorporate predictions into their organizer or have them read another book and create a second organizer.

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~~	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 what characters, setting, problem, and resolution are and how to find them in a story.
	☐ ~~Formative~~ / ☐ **Summative**	When the activity is over, I will have a digital copy of all their graphic organizers and will be able to look them over and compare them to the stories on Epic to see if the students accurately filled in the information in a logical graphic organizer.
	☐ Formative / ☐ Summative	

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	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.
	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.
	This activity also allows for multisensory instruction. They will read a story and create their own organizer. They are engaging with the material instead of just passively listening to a teacher lecture to them.

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.

*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;
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