**Name\_\_Kelsey Brooks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Lesson Segment Focus Descriptive Writing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson \_\_\_2\_\_\_\_\_\_\_\_\_of\_\_\_2\_\_\_\_\_\_\_\_\_**

**Course & topic addressed \_\_Martin Luther King Jr\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_3\_\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | In this lesson we will be focusing on Martin Luther King Jr. The students will take what they have learned about him to create a descriptive writing about him. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | We will spend a week learning about Martin Luther King Jr. The students will have a collective amount of information about him that will help with putting together information to write a paper. |
| Knowledge of students background (personal, cultural, or community assets) | The students can all have different background information about Martin Luther King Jr. |

**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.  |  |

**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? | I will pull different books and articles about Martin Luther King Jr. to bring new information about him to the students.  |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Segregation, civil rights, equality, freedom, violence  |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | I will need different material on Martin Luther King Jr. to help provide information for the kids to use. I will need Inspiration to create a web with the students and help instruct them for information to fill out their own personal webs.  |
| Materials needed by students for **this lesson**. | The students will need a web to write down the different information and gather their thoughts for their writing.  |

**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 minutes | **Introduction**:  | Over the week the students will be reading about Martin Luther King Jr. To introduce this assignment, I will give the children each their own web to fill out.  |
| 45 minutes | Instruction: | I will prompt the students on how they will be using their information they have learned over the past week to be writing a short descriptive essay about Martin Luther King Jr. I will place the students into small group to discuss one another about details to fill out their webs together. After filling out the web, the student will then go back to their own desks and start to put together their ideas and put them into their essay.  |
| 5 minutes | **Closure:**  | I will have the students wrap up their writings and get ready to turn in their finished product.  |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:Remediation?Intervention?IEP/504?LEP/ESL? |  |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? |  |

**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.

\*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>