

Lesson Plan

Lesson Segment Focus: Theme

Lesson 1 of 1

Course & topic addressed: Language Arts/Theme

Date: October 14, 2019 Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to identify the theme in a story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	On Monday students learned how to identify the setting of a story. Today they will learn how to identify the theme of a story.
Knowledge of students background (personal, cultural, or community assets)	Students should not have any prior knowledge of the theme of the story.

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.	SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through other media.
--	---

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?	To make sure students understand key academic language to express and develop their content, I will provide various different instructions.
--	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Theme- A main idea or an underlying meaning of a literary work that may be stated directly or indirectly.
---	---

Materials

Materials needed by teacher for this lesson.	-Access to BrainPOP - Pete the Cat I Love My White Shoes book. - Worksheet
Materials needed by students for this lesson.	All materials will be provided by the teacher.

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>	At the beginning of class I will ask the students if they remember what the setting of the story is. After they answer I will say “today we will learn about the theme of a story.” Then I will show them a BrainPOP video about theme. After watching the video we will take the quiz provided by BrainPOP as a class. https://www.brainpop.com/english/writing/theme/

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>Instruction:</u>	After our video I will read the book Pete the Cat I Love My White Shoes to the class. I will tell them to listen to the story carefully and try to identify the theme of the story. After I read the book to the class I will pass a worksheet out to the class. On the worksheet their will be a picture of Pete the Cat at the top for them to color and at the bottom it will ask what the theme of the story is.
	<u>Closure:</u>	After all of the students have turned in their worksheets I will ask the class what the theme of the story was. Then I will ask the students if they have any questions about theme.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>After reading each child's response on the worksheet for what theme was, I will see if there are any kids that did not answer correctly. If I see that a student was way off from what the answer was I will give that student additional help the following day.</p>
--	--

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	-While students are working I will walk around the room and offer one-on-one assistance is needed.
--	--

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.	
--	--

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>
---	---------------------------------------

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>