

# Lesson Plan Template

Lesson Segment Focus: Who, What, When, Where, and Why.

Lesson: 2 of 2

Course & topic addressed: Language Arts/ How to demonstrate understanding

Date: September 7, 2019 Grade: 2nd

### Student Outcomes

Specific learning objectives for this lesson.	Today in class the students will learn how to answer questions that involve who, what, where, when, and why to demonstrate an understanding of key details in a text. We will first read a book to grab the students attention on the topic, and then we will do an activity worksheet.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Yesterday was an introduction to the topic of who, what, when, where, and why. To introduce the topic we reviewed a powerpoint and did an art activity.
Knowledge of students background (personal, cultural, or community assets)	This is lesson 2 out of 5, so students should have background knowledge of who, what, when, where, and why.

### 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.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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### 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.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"> <li>-Who</li> <li>-What</li> <li>-When</li> <li>-Where</li> <li>-Why</li> </ul>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	<ul style="list-style-type: none"> <li>-Inspiration 9</li> <li>-Arkansas english language arts standards</li> <li>-Oh the Places You'll Go book.</li> <li>-Worksheets made on Inspiration</li> </ul>
Materials needed by students for <b>this lesson.</b>	<ul style="list-style-type: none"> <li>-pencil</li> <li>*All other materials will be provided by the teacher.</li> </ul>

### 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.
20min	<b><u>Introduction:</u></b>	To grab the students attention we will read the book <i>Oh the Places You'll Go!</i> After the book the teacher will ask questions to the students like "Who was the character?" "What did the character do?" "When did the character do this?" Where did the character go?" "Why did the character do this?"

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.
25 min	<b><u>Instruction:</u></b>	<p>After reading the students <i>Oh the Places You'll Go</i> book. Do an activity that relates to the book about who, what, when, where, and why. Students will pick a destination that they would like to go to, when they want to go there, what they want to see there, why they want to go there, who they want to go with, and how they want to get there.</p> <div data-bbox="814 641 1885 1101" data-label="Diagram"> </div>
5 min	<b><u>Closure:</u></b>	Ask the students what they have learned today. After that ask the students if they have any questions about the lesson today.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.-I can modify these activities by pairing the students together to help each other.  -For students who are having a difficult time I could pull them to the back of the room and work with the separately.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	-I could show them an example of a finished assignment on the board before letting them do the activity on their own.  -While students are working I will walk around the room and offer one-on-one assistance is needed.
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**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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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**Research/Theory**

Identify theories or research that supports the approach you used.	
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**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>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

Resources: Pintrest, Inspiration 9, and Arkansas english language art standards.