

Lesson Plan

Lesson Segment Focus: Book Review.

Lesson 2 of 9

Course & topic addressed: Language Arts/Book Review

Date: October 14, 2019

Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will use iMovie to do a book review.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is something that students will be required to do once a month and present to the class.
Knowledge of students background (personal, cultural, or community assets)	Student should know what the theme, setting, and plot of a book is because we have reviewed it in class.

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.	RF.2.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. SL.2.2 Recount is a formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral).
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Academic Language Support

<p>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?</p>	<ul style="list-style-type: none"> - I will provide each student with a rubric, so they understand the key academic language. - I will also show the students an example of an iMovie book report that I have done.
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p>Book Review- a critical description, evaluation, or analysis of a book. Theme- The message that the story is trying to tell. Setting- The time, place, and culture of the story. Plot- The events that make up the story.</p>
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Materials

<p>Materials needed by teacher for this lesson.</p>	<p>-iPads with access to iMovie for students. -YouTube access</p>
<p>Materials needed by students for this lesson.</p>	<p>None, the teacher will provide all of the materials.</p>

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.
10 min	<u>Introduction:</u>	I will introduce the topic today by showing the students a video I have made of a book review. Then I will explain to the students that they will have to conduct a video once a month on a book they have read.
30 min	<u>Instruction:</u>	In this video you will use iMovie which is on all of our classroom iPads. I will tell the students that they will have class time to conduct these videos. Then I will explain that In these videos students will have to tell a summary of the story, the setting, the theme, the plot, and their favorite character and why. After this I will demonstrate to the children how to use iMovie.
10 min	<u>Closure:</u>	At the end of class I will allow students to get an iPad and explore iMovie. I will also walk around the classroom and ask students if they have any questions.

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. - I can offer my assistance to any child struggling with this project..
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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.
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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 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.	
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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.

*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>