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Lesson Plan Template

Lesson Segment Focus Reading and Language Arts Lesson 1 of 3

Course & topic addressed Pilgrims and the Mayflower with QR Reader Date 10/16/19 Grade 1

Student Outcomes

Specific learning objectives for this lesson.	Students will learn about the journey on the Mayflower and use QR Readers to watch videos for deeper understanding.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students used QR Readers as a learning tool in previous lessons.
Knowledge of students background (personal, cultural, or community assets)	The students are comfortable using QR Readers as they have received a tutorial over using the application and have had previous experience using it.

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.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
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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?	Students will use the QR Reader app on their iPad to access additional learning content. In addition to shared reading, students will be able to watch videos for deeper understanding.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Mayflower Atlantic Ocean Pilgrim England Journey North America Sail Travel
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Materials

Materials needed by teacher for this lesson.	<i>The Mayflower</i> by Mark Greenwood Smartboard 23 copies of Journey of the Mayflower coloring picture
Materials needed by students for this lesson.	iPads crayons pencils

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	<u>Introduction:</u>	Teacher will ask students if they've ever been on a long trip and have students share about their trip asking them how they traveled. Teacher will explain to students that today they will learn about a group of people called Pilgrims, who took a long trip across the Atlantic Ocean from England to North America. They traveled here on a ship called the <i>Mayflower</i> . Teacher will tell the students to listen for what it was like for the Pilgrims on the <i>Mayflower</i> and to think about if they would have liked being on that ship.
40 minutes	<u>Instruction:</u> Shared Reading: <i>The Mayflower</i> by Mark Greenwood Journey of the Mayflower Discussion	Teacher will sit in her reading chair and read <i>The Mayflower</i> while students sit on the carpet around her. Teacher will ask students what it was like for the Pilgrims on the <i>Mayflower</i> ? What did they eat? How did they spend their time? Where did they sleep? Teacher will ask students if they would have liked being on that ship, giving reasons to support their answer.

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.
	Mayflower coloring and facts page.	Students will go back to their desks and use their iPads to scan the QR code on their <i>Mayflower</i> coloring/facts page. Students will watch the video about the <i>Mayflower</i> and write a fact about the <i>Mayflower</i> on each of the ships sails. Students will color the page once they are finished with the facts. Teacher will be walking around assisting students who need help.
5 minutes	Closure:	Teacher will assess student knowledge by asking students to read out their facts they've written on their sails and answer any questions students may have about the lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For these students I will allow small group work and one-on-one work with the teacher if needed.
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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 will provide a tutorial about the app on the smartboard at the beginning of the lesson. I will provide written instructions on the whiteboard and allow group work if 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	Facts worksheet
	<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>