

Name Kayla Johnson

Lesson Plan

Learning Segment Focus Story Elements Lesson 1 of 2

Course & topic addressed Reading and Story Elements Date 09/22/2020 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to identify story elements.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	The students will learn each story element and how to identify them in a story.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	The students have prior knowledge of books by being read to at home.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RL1.3 Describe characters, setting, and major events in a story, using key details.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Character, setting, solution, conflict
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Story elements chart, "The Little Red Hen" book, "Goldilocks and the Three Bears" books, Inspiration 9 software, computer, SmartBoard,
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Story elements chart, worksheet from teacher, pencil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	<p><u>Introduction:</u></p>	<p>The teacher will tell the students that she is going to read them a book called “The Little Red Hen.” The teacher will tell the students today they are going to be learning about the elements that make up a story.</p>
	<p><u>Instruction:</u></p>	<p>The teacher will tell the students that the elements that make up a story are characters, problems, settings, and solutions. The teacher will show the elements of a story chart on the SmartBoard. The teacher will then display the graphic organizer created using Inspiration 9 software. The teacher will begin with the characters. She will tell the students that the characters are who the story is about. She will tell the students all of the characters in the book and list them on the story elements chart. The teacher will tell the students that the setting of a story is when and where it took place and then tell them what the story's setting was and list it on the chart. The teacher will then tell the students that the story's problem is what happens during the story. The teacher will tell the students the problem and write it on the chart. The teacher will tell the students that the story's solution is what the characters do to fix the problem. The teacher will tell the students the solution in the story and write it on the chart. The teacher will then hand out a copy of “Goldilocks and the Three Bears” to the students and a blank story elements chart. The teacher will tell the students to read the story and fill out the chart. The teacher will walk around and help the students as needed. The teacher will collect the worksheet and book when the students are finished.</p> <div data-bbox="829 1297 1458 1724" data-label="Diagram"> </div>
	<p><u>Closure:</u></p>	<p>The teacher will quickly review the elements of a story with the student and answer any questions.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Modifications will be made according to a student’s IEP and 504. I will place students that have a firm understanding in groups with students who have a lower understanding. I will also off one on one to each student that needs further instruction at my table.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Visual: Move the students to the front of the classroom or use larger print on worksheets</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Facial observation and question</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Collection of student’s worksheet</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;
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