

## Lesson Plan Template

**Lesson Segment Focus:** Answering questions about a Story    Lesson   1   of   1  

**Course & topic addressed:** English/Language Arts      **Date:** October 22, 2018    **Grade:** 2nd

### Student Outcomes

Specific learning objectives for this lesson.	The students will be able to answer the questions who, what, where, when, why, and how from a story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students will already know the elements of a story.
Knowledge of students background (personal, cultural, or community assets)	The students will be reading a book that they can connect to and is at the proper reading level for their age and ability.

### 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.	<b>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.</b>
--	--

### 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?	I will describe in detail what the “Who, what, where, when, why, and how” are in an example story. For students that need further assistance, I will provide a glossary for the words they are learning.
--	---

### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>The vocabulary addressed in this lesson is who, what, where, when, why, and how.</b>
---	---

## Materials

Materials needed by teacher for <b>this lesson.</b>	The materials needed for this lesson are the book and a computer.
Materials needed by students for <b>this lesson.</b>	The students do not need to contribute materials.

## 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 minutes	<b><u>Introduction:</u></b>	We will read the book <i>Same, Same but Different</i>
	<b><u>Instruction:</u></b>	<p>I will have the words Who, What, Where, When, Why and How written on the board. I will ask the students what those words mean and to tell me their definition of the words.</p> <p>I will have the students look the words up and write the definitions of the words on the board. We will discuss the different elements of a story. We will use an example story to explain where these elements are found and why they are important.</p> <p>I will then show the students the slideshow and allow them to complete it while I supervise.</p>
	<b><u>Closure:</u></b>	We will go over the answers that the students provided on the slideshow and discuss whether or not they are correct.

## Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.I could give these students multiple written examples of these elements to use as a guide/cheat sheet. This will give them a visual device to be able to refer to in order to complete the lesson.
--	---

**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I will provide written instruction, verbal instruction and even show the students a hands-on example of how to complete the activity while referring to a different but similar story.</b>
--	---

**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>