

Name Kristen Laky

**Lesson Plan**

**Learning Segment Focus** Story Elements Over Chapter 7 & 8 Lesson 3 of 5

**Course & topic addressed** Reading **Date** 50 min **Grade** 3rd

**Student Outcomes**

Specific learning objectives for this lesson.	Students will be able to describe the story elements on the given book that they are currently reading.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students have been reading the Magic Tree House Book "Tonight on the Titanic" and are ready to describe the elements that they know within this book so far.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	The class population is approximately 93% made up of Caucasians while the other 7% is represented by African Americans and Hispanics. Most of the students live in poverty with many of them living with grandparents/one parent, stepfamilies, foster families or unmarried cohabiting adults.

**State Academic Content Standards**

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	SL.3.1 Engage effectively in a range of collaborative conversations/discussions <ul style="list-style-type: none"> <li>• one-on-one</li> <li>• in groups</li> <li>• teacher-led</li> </ul> with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<b>Setting</b> <b>Story Elements</b> <b>Problem</b> <b>Solution</b>
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**Academic Language Support**

What are the <b>Academic Language Function(s)</b> (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? What planned <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	The teacher will have detailed discussions involving new academic words as the class comes across them. These words will be defined and explained in life-related situations so the students can better relate and understand the meanings behind the language. Within the class, the teacher will have a place for a word wall where words will be added along with the definitions that the class comes up with together.
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**Materials**

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> <li>• Element Activity page</li> <li>• Self-made QR codes on new definitions at stations</li> <li>• Magic Tree House book "Tonight on the Titanic"</li> </ul>
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> <li>• Pencils</li> <li>• iPad with QR code scanner</li> </ul>

**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)
(15 Minutes)	<p><u>Introduction:</u></p> <p>Discussion</p>	<ul style="list-style-type: none"> <li>• The class will start off by having the students discuss what they have read so far in the book within their groups at the tables.</li> <li>• Once they are done, the teacher will go from group to group and write down the information that they remember.</li> <li>• The teacher will then explain anything that they might have missed and clarify some misunderstandings.</li> </ul>
(30 minutes)	<p><u>Instruction:</u></p> <p>Reading (10 Minutes)</p> <p>Story Element Worksheet handed out. (2 Minutes)</p>	<ul style="list-style-type: none"> <li>• The teacher will resume reading in the book where they left off at (Chapter 7).</li> <li>• Students will be encouraged to ask questions and the teacher will stop where she thinks it appropriate to explain something that could be confused or to spark some interest.</li> <li>• Once they finished reading, the students will get in their groups.</li> <li>• The teacher will then pass out the Story Elements activity page and tell them that around the room there will be four stations where the elements will be explained in detailed (Setting station, Character</li> </ul>

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)
	Station time (18 Minutes)	station, Problem station, Solution station). <ul style="list-style-type: none"> <li>• Each station will have a QR that will take the students to a website to show a short video over the individual element with examples for the students to hear.</li> <li>• After the students have watched the video over the element, they will talk amongst their group on what the element for the Magic Tree House book would be.</li> <li>• Then each group will switch stations when finished with each one.</li> </ul>
(10 minutes)	<u>Closure:</u>  Discussion	<ul style="list-style-type: none"> <li>• The class will then discuss the answers to each of the element, so everyone is on the same page.</li> </ul>

**Accommodations/Modifications**

How might I <b>modify</b> 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.)	<ul style="list-style-type: none"> <li>• <b><u>Remediation:</u></b> I will check their specific remediation and try to incorporate it into the lesson without making it obvious what I am doing so I do not single them out. If their remediation is to be worked with one on one, I will do that as well.</li> <li>• <b><u>Intervention:</u></b> If a child needs to read out loud, reread their text or needs dictation I will accommodate all of those needs to the best of my ability.</li> <li>• <b><u>IEP/504:</u></b> I would follow the IEP and 504 to help the child however I could with the lesson.</li> <li>• <b><u>LEP/ESL:</u></b> I would do my best to find an interpreter or send messages home through google translate to help me. I would do my best to still teach the child the English alphabet as he/she would need to know that for so many things here in the US.</li> <li>• <b><u>Gifted Students:</u></b> I might have to speed the lesson up for them or let them work ahead. I also could let them work with other students who might not have caught on as quickly.</li> </ul>
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**Differentiation**

How might you provide a variety of techniques (enhanced scaffolding, explicit	
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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.)	<b>Student can work together in pairs when needed. Students can also go beyond what this lesson provides by having students write down what they predict will happen next within the story.</b>
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**Assessments: Formative and/or Summative**

Describe the <b>tools/procedures</b> 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**

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

What went <b>well</b> ? What <b>changes</b> should be made? How will I use <b>assessment data</b> for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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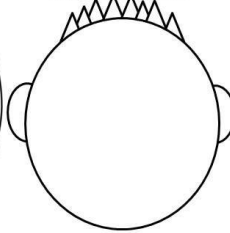
Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from:

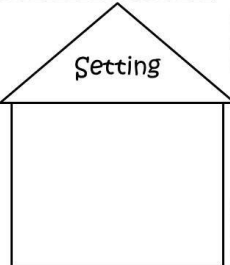
- [http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/Student Teachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us;](http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/Student+Teachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us;)
- [http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;](http://www.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;>
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- <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>

Title: \_\_\_\_\_

Characters



Setting



Problem

Solution

