



Name Kayla Miller

Lesson Plan Template

Lesson Segment Focus comparing books.

Lesson 1 of 3

Course & topic addressed Reading- Compare and contrast
Student Outcomes

Date September 8, 2019 Grade 1st

Specific learning objectives for this lesson.	Learn to compare and contrast different point of views of the same book.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	After reading the first story you understand one side of a story but in order to know what really happened you need the whole story so read the other side of the story and fill in the blanks. Understand everything is two sided.
Knowledge of students background (personal, cultural, or community assets)	There are two sides to every story. No matter what it is a book or even a disagreement in class. You always have to understand different people think different things and understanding both sides is extremely important.

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.1.9 Compare and contrast the adventures and experiences of characters in stories.
--	--

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?	The books would have been read in class and discussed as a whole class. I think that something that would have helped is to have discussion on what point of view means.
--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Point of view, compare, contrast, reasoning, examples.
---	---

Materials

Materials needed by teacher for this lesson.	Both versions of the book, understanding of the point of views of the books.
Materials needed by students for this lesson.	Both books, pencils and paper, a partner

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.
	<u>Introduction:</u>	Enter the classroom and read the books . discuss what the terms mean and what the project is going to be. Talk about groups put them in groups
	<u>Instruction:</u>	<ol style="list-style-type: none"> 1. Pass out the books. 2. Read the books. 3. In class discussion on point of view and the book talk/discussion. 4. Put them in partners. 5. Have the compare and contrast the books and the point of views of the book.
	<u>Closure:</u>	End with a whole group discussion and a recap on the project as well as the terms r=that were discussed. Another thing that is important to do is to tie it all o=together, talk about how to connect it to real life.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>Have a book talk and talk about all of the things that happen in the book. Explain some of the things about point of views in the books. Give examples that pertain to real life.</p>
---	--

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Book talk, discussion, whole class conversation, one on one.
--	--

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>