

Name Kelsey Plunkett

Lesson Plan Template

Lesson Segment Focus Students learn Google slides

Lesson 1 of 1

Course & topic addressed Language Arts & Parts of a Story

Date 10/22/18 Grade 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to use google slides while also learning more about the parts of a story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should have prior knowledge, although not in depth, of google slides. Students should also be able to read and understand stories.
Knowledge of students background (personal, cultural, or community assets)	Students come from a thriving community with close knit neighborhood “groups”, therefore, making it easier for students to work in a group setting.

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.3.5: Craft & Structure in Literature Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
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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?	The teacher will show an example slide show and go over the key terms to make sure that students understand the purpose of the activity. If students require extra assistance, the teacher will be coming around to provide and additional help.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Students should know or be refreshed on the terms setting, plot, conflict, character, and theme. These are the five terms that make up a story structure.
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Materials

Materials needed by teacher for this lesson.	Example slide show
Materials needed by students for this lesson.	Computers, google slides, and a story to break apart

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.
10-15 mins	Introduction: Google slides example	The lesson will begin by the teach introducing students to the topic of the lesson, review google slides, and discuss key vocabulary. The teacher will then show students the example slide show so that they understand the activity.
60-90 mins	Instruction: Students will create a google slide presentation over a story that they have read.	Students will be divided into small groups to brainstorm and figure out the parts of the story that they choose. The students will then create a slide show based off of the information that they gather on their book. The slide show must include the five parts of a story, the title of their story, and a book cover. The teacher will be walking around the classroom to help students out in any way if needed.

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.
20-30 mins	Closure: Slide show presentations	Students will present their slide shows to the class in a “book talk” like scenario. They should demonstrate knowledge of their book, as well as a general knowledge of google slides.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.Students will be grouped together, therefore accommodating any remediation or intervention students by receiving help from their peers. Students that are in remediation or intervention will not be grouped together to avoid any problems with understanding the assignment. The teacher will be around if any additional help is needed. The assignment should be easy enough for all students to understand.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students needs will be met through all different stages; they will receive verbal instruction, visual instruction, they will socialize with their peers, and they will gain hands-on experience.
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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 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.	
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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>;
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