

Name Kelsey Plunkett

## Lesson Plan Template

Lesson Segment Focus Analyzing Parts of a Story

Lesson 2 of 2

Course & topic addressed English: Parts of a Story

Date 10/28/18 Grade 3rd

### Student Outcomes

Specific learning objectives for this lesson.	Students will practice analyzing parts of a story by listening/reading the ebook and figuring out what the parts of the short story would be.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have dealt with parts of a story before through the google slides lesson over the parts of a story. In that lesson, students learned about the parts, in this lesson, students will have to figure out what the parts of a story could be.
Knowledge of students background (personal, cultural, or community assets)	Students are all at or near the reading level that they should be, therefore, the lesson should be easy enough for every student.

### 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?	Use of a PowerPoint ebook will be used to enhance the experience by allowing students the chance to read on a large screen (projector screen). By having one large text, it will be easier to keep students focused on the same parts and not risk them getting ahead of the rest of the class. A group read aloud will be performed to not only help students read the text correctly, but to allow them to practice their reading skills. Students will also have a print out of the story that they can use to review afterwards to fill in their accompanied worksheet.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Students should be familiar with the terms associated with the five parts of a story; setting, plot, theme, characters, and conflict.
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### Materials

Materials needed by teacher for this lesson.	PowerPoint ebook, ebook print out, projector, and worksheet for students to complete.
Materials needed by students for this lesson.	Worksheet given by teacher and pencil for writing.

### 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.
5-10 mins	<b>Introduction:</b> Reviewing parts of a story	The teacher and students will go over and review parts of a story to make sure that students understand the purpose of the lesson before getting started. Once everything has been reviewed, the teacher will begin reading the story.
60-90 mins	<b>Instruction:</b> Reading the ebook and completing the worksheet	The teacher will read each page of the story to the students first. The book will then be read aloud a second time, as a group. Once all of the students have a general idea of the books contents to analyze them, they will then be given a handout of the story, along with the worksheet that they must complete. If students need to review the story a third time, or just material to refer to, the material will be available. Students must then complete a worksheet over the different parts of a story. After students complete the worksheet, a class discussion will follow. This will be used to compare student answers and make sure that they fully understand how to analyze parts of a story.

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.
5 mins	<b>Closure:</b> Wrap-up	Once the class has reviewed the worksheets answers, the class will then cover parts of a story one last time and discuss what they learned through the lesson.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	By reading aloud, then reading as a group, this will assist any children with mild reading difficulties (remediation). The teacher will be around to assist any children by answering questions or reading quietly together so that they understand (intervention). For students that require more help than others, they could potentially be partnered with more advanced students so that they can observe their peers (IEP/LEP).
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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 will get to read aloud, read silently while reviewing the print out, writing down their answers, and listening to the story and definitions of parts of a story.
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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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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What changes should be made? How will I use assessment data for next steps?	
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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>; <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>