

## Lesson Plan Template

**Lesson Segment Focus: Parts of a Book**

Lesson \_\_\_\_\_ of \_\_\_\_\_

**Course & topic addressed: Reading – Identifying Parts of a Book**

**Date: 10/23/18 Grade: K**

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify parts of a book.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will be able to read the content on the book, helping them with identifying the front, back, and title of the book.
Knowledge of students background (personal, cultural, or community assets)	Students will have read this book, so they will be familiar with the book.

### 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.	RI.K.5 Identify the front cover, back cover, and title page of a book.
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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?	Before the lesson, I will read the title and author, and the read the whole book. So, the book will be familiar with them, and so should the author/title.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Title, author, front cover, back cover</b>
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**Materials**

Materials needed by teacher for this lesson.	The Very Hungry Caterpillar book Computer – google draw (create worksheet) Printed out worksheet
Materials needed by students for this lesson.	Worksheet Crayons/Color Pencils/Markers

**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	<b><u>Introduction:</u></b>	To introduce the lesson, I will read The Very Hungry Caterpillar. After I finish reading the book, I will announce that we will be doing a worksheet over this book.
20	<b><u>Instruction:</u></b>	<ul style="list-style-type: none"> <li>• Pass out worksheets</li> <li>• Pass out crayons, markers, or colored pencils</li> <li>• Have students follow the worksheet and complete it</li> </ul>
15	<b><u>Closure:</u></b>	Once completed, we will go over our worksheets. I will put a picture of the book on the smart board, and will ask the students to show me each part of the book. Then I will ask what all we learned today. Ending in discussion.

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I could describe parts of the book using different books.</b>
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**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Remediation? Pair these students with more advance students, so they are able to help each other. I will also monitor them, so to assist with any additional questions. Intervention, IEP/504, LEP/ESL- I will place the students with other students in the classroom, close to my desk. Being with other students will ensure that they do not feel singled out. Sitting close to my desk will help me monitor and assist when needed.
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**Differentiation:**

**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>; <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>