

Lesson Plan Template

Lesson Segment Focus: Creating story elements

Lesson 3 of _____

Course & topic addressed: Reading/Art & making a story

Date: 10/22/2018 Grade: Second

Student Outcomes

Specific learning objectives for this lesson.	TSW learn how to write a story by drawing one out as a group.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will use prior knowledge of reading and writing stories to create one of their own.
Knowledge of students background (personal, cultural, or community assets)	Students have background in art from school as well as creative writing in their journal.

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.	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
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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?	TTW provide a list of previous vocabulary words for students to use as a reference when thinking about the elements of the story they are creating.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Students will need to be familiar with using the smartboard and the teacher will assist with certain elements of using Google Drawings.
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Materials

Materials needed by teacher for this lesson.	Smartboard and template for students to start their story on Google Drawings
Materials needed by students for this lesson.	Students will be using the template as well as drawing utensils provided on Google Drawings

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Time	Instructional Strategies & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	TTW begin by giving examples of different stories, characters, setting, and plots to give students a few ideas for creating their own story.
	<u>Instruction:</u>	TTW tell the students that today they will be using Google Drawings to create their own story. TTW tell them that they will use a template created by her and each take a turn coming to the board and draw a part of the story. They can draw something that goes with the setting, a new character, a dramatic change in the story, whatever comes to their mind. This is a free writing activity to help reinforce what they have learned about story structure and story elements. TTW tell them that once each student has drawn their part of the story then TTW go back through and retell the story as the students have drawn it.
	<u>Closure:</u>	TTW end this activity by retelling the story and printing a copy for each student to have to take home.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	TTW ensure that this remains a free writing activity so that the students with remediation or intervention are able to have the same creativity as the other students. TTW help with the drawing aspects as needed. .
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	TTW go over Google Drawings before allowing the students to begin the drawings. TTW scaffold the story and ask questions about the story throughout the process.
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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/ed3fd026-939f-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>