

Lesson Plan Template

Lesson Segment Focus **Readin Comprehension**

Lesson 2 of

Course & topic addressed Reading/Story Elements

Date: 10/22/18 Grade: Second

Student Outcomes

Specific learning objectives for this lesson.	TSW be able to answer comprehension questions pertaining to the story that was read.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have gone over story elements in previous lessons as well as reading comprehension and context clues.
Knowledge of students background (personal, cultural, or community assets)	Students have background in reading comprehension in the school because the teacher has read many books with the class as well as students having individual quizzes over books and stories they have read.

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.	<p>CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understandings of key details in text.</p> <p>CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	TTW scaffold this assessment as needed as this is a class assessment. This will be done on the Smartboard and students will be able to write in their answers as a class. TTW ask leading questions to help students remember key elements of what they have read.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	TSW need to know and comprehend terms such as sacrifice, somber, astonish, luminous, and fatigue.
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Materials

Materials needed by teacher for this lesson.	Premade slideshow assessment made by the teacher, Smartboard, the book for reference when needed, and student answer sheet
Materials needed by students for this lesson.	Students will need answer sheets provided by teacher.

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

Time	Instruction & 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 discussing the book with the class <i>The Girl Who Drank the Moon</i> in which she read with the class the previous day as well as earlier that day.
	<u>Instruction:</u>	TTW ask the students to tell her about the different parts of a story and what they think the important parts of a story are. TTW tell the students that she has made an assessment for them to help make sure they comprehend the story as well as the structure and elements in the story that was read. TTW go through each slide and question with the students but the students will be asked to answer each of the questions as a class and document them on their answer sheets. After each question is answered TTW go over each question and answer that students were given and engage in class discussion over the story to ensure the students understand the story elements that were in this book.
	<u>Closure:</u>	TTW end this lesson by reviewing story structure and how that applies to the story that was read and discussed.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	TTW be sure to review with the class each element of the story to ensure those that need the extra help and instruction are able to keep up. TTW scaffold throughout the lesson 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 ensure all needs are met by providing feedback throughout the lesson on the students answers and perspective in order to make sure comprehension is being met.
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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>; <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/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

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