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Lesson Plan Template

Lesson Segment Focus: Who, What, When, Where, Why

Lesson 7 of _____

Course & topic addressed: Reading/Key details in text

Date: 11/12/18 Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	TSW be able to isolate key details in a story such as who, what, when, where, and why
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will use prior knowledge of characters, setting, and theme to help them find the details of the story and create a video to go with it.
Knowledge of students background (personal, cultural, or community assets)	Students personal background includes working in groups and identifying details in text

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.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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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?	Students will be working in groups formed by the teacher to read their stories and each student will have one of the questions to answer in their part of the video. Students will work together in this process.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Splice-app being used as well as terminology to put their separate videos together to make one group video.
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Materials

Materials needed by teacher for this lesson.	Teacher will need to make sure each student group has access to the Splice app and have stories prepared for each group.
Materials needed by students for this lesson.	Students will need stories made by a teacher and an iPad with the Splice app installed.

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.
	<u>Introduction:</u>	TTW tell students that they will be creating a group video today using the Splice app. They will be given a story and given a certain question to answer in their part of the video relating to the story.
	<u>Instruction:</u>	TTW begin by reviewing with students on how to use the Splice app to create their personal videos as well as add them together to make the group video. TTW divide the students into groups of five and assign each student either who, what, when, where, and why. TTW also give each group a story to read together and find these key details throughout the story and take notes of them. Once they have read their story and found their parts in the story, each student will take a turn videoing them explaining their part of the story. After each student has filmed their individual part of their story answering their given question, the students will work together to use the Splice app to add their individual videos together to make a group video answering who, what, when, where, and why about the story they were given. TTW tell the students that they will present these videos to the class at the end of the week as well as upload them to the teachers folder so that she can watch them and grade them. TTW tell the students that will get to use this app more in the future.
	<u>Closure:</u>	TTW have students post their group videos to her folder so that she can watch and grade them. Students will return iPads to the charging cart.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.The teacher will expect all students to participate in this activity and TTW keep in mind those students who have intervention time and group those students with other students who can aid in their performance on this activity.
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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 provide extra time for students to finish their videos at another time in class throughout the week.
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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/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

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