

Lesson Plan Template

Lesson Segment Focus: Story Structure

Lesson 6 of _____

Course & topic addressed: Reading/Story Structure using Story Webs

Date: 11/12/18

Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	TSW be able to isolate parts of the story <i>Lon Po Po</i>
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 structure of the story.
Knowledge of students background (personal, cultural, or community assets)	Students personal background includes reading stories in class as well as writing activities over elements of a story.

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.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
--	---

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 provided with story maps on their iPads to break down the structure of the story. TTW will scaffold throughout the lesson to ensure students stay on task.
--	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Students will need to know story mapping/webs in order to create one of their own.
---	---

Materials

Materials needed by teacher for this lesson.	Teacher will need to ensure that the Total Recall app is on each of the students apps for them to use as well as read the book and have it available for them to reference to.
Materials needed by students for this lesson.	Students will need iPad for story mapping app as well as the book for possible reference

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 their own story webs today as they did as a class beforehand. She tells them they will be using a book that was read aloud in class called <i>Lon Po Po</i> .
	<u>Instruction:</u>	TTW begin by reading the story Lon Po Po once again to the students so that they can be familiar with the story. TTW tells them that today they will be using their iPads to create story maps for this story on the app Total Recall. TTW tells the students that they should be looking for the exposition, rising action, climax, falling action, and resolution. TSW be expected to find each of these in the story and make a story map to go with each section. TSW can choose whatever colors they want as well as style of story map as long as the content is there. TSW be able to draw out their ideas on paper first if they would like before putting on the app as their web to turn in. TTW tells them that they are to turn in their story maps to her folder when they are finished so that she can check their work. TTW scaffold throughout this time to ensure students are staying on task on their iPads.
	<u>Closure:</u>	TTW have students post their story maps to her folder so that she can check each one. Students will return iPads to 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 go through the book one on one with them at another time.
--	--

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 story maps and have each section filled out as well as help them with any questions they may have while using the app.
--	---

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.	
--	--

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>
---	---------------------------------------

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>