

Name: Kayla Ward

Lesson Plan Template

Lesson Segment Focus: Writing Opinion Paper/Brainstorm stage Lesson 1 of 1

Course & topic addressed: Writing/Opinion Paper Date 10/25/18 Grade 5

Student Outcomes

Specific learning objectives for this lesson.	-Students will learn how the process of writing goes and helps writers. They will learn how to do research, if needed, and how to express their opinion through writing.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	-They may have done writing of opinions sometime in 4 th grade, but may not be as big as this one.
Knowledge of students background (personal, cultural, or community assets)	-The students should have a lot of background knowledge for whatever opinion topic they're going to write about. They may not have enough to write about but they are getting old enough to have something they have opinions about.

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.	-“W.5.1: Write opinion pieces on topics or texts, supporting the opinion with reasons and information.” –Arkansas State Standards
--	--

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?	-the app “iBrainstorm” will help out the students coming up with reasons and supports and how to set up their essay.
--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	-brainstorm, outline, opinion, topic, main ideas, supporting/body paragraphs.
---	--

Materials

Materials needed by teacher for this lesson.	n/a
Materials needed by students for this lesson.	- Ipad, iBrainstorm, Computer, pencil/pen if needed.

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.
3 minutes	<u>Introduction:</u>	“Okay class! Does anyone know what an opinion is?” Someone will hopefully answer and answer correctly. I will then discuss why we have them and what the purpose of an opinion essay is.
45 minutes	<u>Instruction:</u>	-The students will go get their IPad AND a computer (so they can type easier on a computer than an Ipad). The students will go to iBrainstorm app and start setting up their project file. After they set it up and save, the students will start brainstorming ideas on what they want to write about. They should have some idea as to why they have an opinion what that specific topic, but they are more than welcome to do more research for statistic reasons. The students will be using iBrainstorm to set up a sort of web that has their supporting ideas/topics. The students will get 45 minutes because I want to make sure they get enough time with enough information. This is the only time I will allow them research so if they need to research some more they will have to do is as homework.
2+ minutes	<u>Closure:</u>	-Closure will be the students saving their work and putting up their IPad and computer. After they will go back to their desk and get ready for the next lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.This lesson will definitely be a bit challenging for some. I plan on helping out and explain as much as I can. Some students who resource rooms will be there during this time.
--	--

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	-I won't really know if their needs are met until they turn the web into me the next day. I will be seeing if students have trouble with the set up and research.
--	--

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>