Name __Leticia Caballero_____

Lesson Plan Template

Lesson Segment Focus __Minilesson_____   Lesson _1_ of _1_

Course & topic addressed _Reading & Literary Text Summary_   Date _12/4/18_ Grade ___4th___

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to create a summary of literary text.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have to use the previous information learned from previous lessons such determining the meaning of the text, the theme, setting, etc.
Knowledge of students background (personal, cultural, or community assets)	Students will have to use their background knowledge of the literary text they chose to do a summary over.

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.	RL.4.2 Examine a grade-appropriate literary text ● Provide a summary

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?	N/A

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**N/A**

Materials

Materials needed by teacher for **this lesson**.	Electronic device and online tools (Powtoon & Twiducate)
Materials needed by students for **this lesson**.	Electronic Device and online tools (Powtoon & Twiducate)

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.
5-10 minutes	**Introduction**:	N/A
	Instruction:	**Minilesson:** Students will create a presentation or a video using Powtoon which will be a summary over an age-appropriate book of their choice. Students are to include the meaning of the book, theme, setting, important characters and their roles in the summary and why they recommend the book or not. Students will then share their summary with the rest of the class by using Twiducate. Every student's summary will be available to the class; students can view the presentations or videos and find books they are interested in reading.
	Closure:	N/A

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	N/A

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	**N/A**

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ 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?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.