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Lesson Plan Template

Lesson Segment Focus: Character in a Story

Lesson _____ of _____

Course & topic addressed: Language Arts; Describe a Character

Date: 3/13/19 Grade: Fourth

Student Outcomes

Specific learning objectives for this lesson.	Be able to describe the depth of a character from a story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should know how to use context clues to pull information to form ideas about how the character is feeling.
Knowledge of students background (personal, cultural, or community assets)	

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.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, actions).
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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?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Character Plot Action
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Materials

Materials needed by teacher for this lesson.	Class iPads
Materials needed by students for this lesson.	Novel (reader's choice), Filmmaker Pro app, iPad, paper/pencils

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.
	<p><u>Introduction:</u> Refer to books read in class and some of the characters students remember.</p>	
	<p><u>Instruction:</u> Review book and characters.</p>	<p>Since we just read <u>The Lightning Thief</u> as a class, ask students to pick characters from the text and describe their personalities, goals, purpose, and any other traits they found. After reviewing the book have students choose their own book that they have already read or are currently reading. From this text they will choose a character and describe the character using the app Filmmaker Pro. Students will make a short project (around 1:30 min) explaining the character of their choice. To get their ideas together, students may also use the Total Rexall app. This app allows them to make webs and outlines.</p>
	<p><u>Closure:</u></p>	<p>Dismiss students to work on iPads and form their plans on paper or iPads.</p>

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students who receive intervention may work one-on-one with the interventionist to form their ideas about a character they have chosen. Students who need more time due to learning disabilities may have it.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Along with explaining the assignment, I can show students a visual of what I expect. On the Smartboard, we can make an outline as a class for students to view. The project is hands-on, audible, visual, and requires reading text.
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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>; <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>