

Lesson Plan

Learning Segment Focus Reading Comprehension & Fluency **Lesson** 1 **of** 1

Course & topic addressed Who/What Questions focusing on St. Patrick's Day **Date:** 3-10-20 **Grade** 1st

Student Outcomes

Specific learning objectives for this lesson.	- Students will be able to improve their fluency and practice their reading comprehension when reading passages repeatedly
Justify how learning tasks are appropriate using examples of students' prior academic learning.	- Students will be able to utilize their reading skills and enhance their comprehension and fluency knowledge
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	- Learning tasks are appropriate for the students to improve their reading

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RI.1.2 – Identify the main topic and <i>retell</i> key details of text
---	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	- Leprechaun - Pot of Gold - Rainbow
---	---

Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	- I will utilize the smartboard to display passages from the text to review the assignment with students before letting them try it on their own. - Group a student who grasped the concept with one that is struggling somewhat but not so much that it drags the other student down
---	--

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	- Smartboard - Worksheets with St. Patrick's Day themed pictures, reading passage, questions, and writing lines - Markers - iPad - BrainPop App
--	---

Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> - Worksheets with pictures, reading passage, questions and writing lines - Crayons - Pencils
--	--

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 min	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> - I will inform them about our lesson for the day letting them know that it is to celebrate the upcoming St. Patrick’s Day - Inform the students that we are going to work on the worksheet together first, then they will be working on it themselves. - Let them know we will watch a video after they complete the project 	<p>I will be at the front of the classroom while my students are seated at their individual desks or tables. I will explain to them that we are going to celebrate St. Patrick’s Day by incorporating it into our work. First we will be working together on the first questions – we will read the text, then answer the questions together by writing them out in sentences. After this I will explain to them they are to complete the rest of the worksheet on their own and when finished bring them to the front of the room so we can watch a video.</p>
20 min	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> - We will complete the first question on the worksheet together as a class - Then students will work by themselves to complete the rest of the worksheet - They will turn the work in at the front of the class and then go to the rug to watch the movie. - After everyone is done and seated we will begin to watch a video about St. Patrick’s Day on BrainPOP - After the video is finished we will discuss the material and answer the quiz questions as a class together. 	<p>I will inform them that we will be working the first problem together. I then would read the passage aloud and answer the first question, then ask for help in writing the sentence. Then they will help answer the questions and write the sentences for the two remaining questions. After this I would inform the students that they are to finish their worksheet on their own and if they need any help to just raise their hand. When they complete the assignment they need to bring it to the front and when all students are finished and have turned in their paperwork they need meet at the rug to watch a video.</p> <p>I then pull up the BrainPOP app on the smartboard and play a video about what St. Patrick’s Day is. After everyone has watched the video we will then review what happened in the video and what we learned answering the questions for the quiz together as a class.</p>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 min	<p>Closure:</p> <ul style="list-style-type: none"> - After the video is over students will go back to their seats to be instructed on which literacy activity group to go to first. 	After the video is over students will return to their seats to wait to split up or divided into who goes where for their literacy groups.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> - Allow a student more time to work on the worksheet - Read aloud the passage for the student to grasp it
--	--

Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> - Enhanced Scaffolding – By reviewing the material first as a class, then answering the problems together, and then eventually the student working on their own to complete the worksheet.
---	---

Assessments: Formative and/or Summative

<p>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).</p>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>During students literacy small groups we could reinforce this type of learning by utilizing different texts</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>To help with reading comprehension – we would first read the text out loud, then read the text together and next students would need to individually read the text.</p>
--	--

Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
---	--

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

Updated 12-17-19 NLC

*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>