

Name: Megan Adams

## Lesson Plan Template

Lesson Segment Focus: Working with others to research a topic Lesson 1 of 1

Course & topic addressed: Reading/ Writing & research Date: 3/12/19 Grade: 1st

### Student Outcomes

Specific learning objectives for this lesson.	Students will collaborate with others to research and write about a given topic.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will use their reading skills to read short books. Then they will identify the big ideas of the text. Students will pay attention to the beginning, middle, and end.
Knowledge of students background (personal, cultural, or community assets)	Students will have read multiple different genres before. They will relate their own experiences to the text to be able to brainstorm ideas of why the topic is important in their lives for this project.

### 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.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
--	--

### 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?	I will group students with similar reading levels and give them three books to read.
--	--

### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Some vocabulary terms are fiction, non-fiction, first-person, second-person, and informational.
---	---

## Materials

Materials needed by teacher for this lesson.	Multiple books for varying levels, projector
Materials needed by students for this lesson.	Books, worksheet, pencil, iPad, total recall app

## 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.
	<b><u>Introduction:</u></b>	Students will have already had previous lessons about this project, so they will not need much instruction. First, I will begin by asking, what is their favorite book they've read and why. Then I will tell them we are doing some group work today and it is very important that everyone has a voice to share their ideas about the books they read. I will then call students into their groups and handout a worksheet.
	<b><u>Instruction:</u></b>	Each group will be given a couple of books to read. The class will begin by answering some pre-questions about the books, such as "what do you think this book is about" and "why do you think it is important?" After answering the questions, they will begin to read each book. Then each group will receive an iPad and open up the total recall app. After reading, they will make write their newly learned information in the app. Students will begin with a big topic that covers the books given to them such as "nature" then they will create three bubbles for the three books they read and fill in information they learned. At the end, students will save their work and turn it via email to me.
	<b><u>Closure:</u></b>	At the end, we will come together as a group and go over all the different topics the different groups had and why each are important.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I could make the worksheet have larger print for those visually impaired.
--	---

**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I could go around the room and do an informal assessment while students are working and provide additional support to groups that I see need it.
--	--

**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>