

Name: Megan Adams

Lesson Plan Template

Lesson Segment Focus: All About Text Features

Lesson 1 of 3

Course & topic addressed Language Arts & Text Features

Date 4/19/19 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will identify text features such as heading, captions, and glossaries.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have read nonfiction books with text features, but now we are pointing them out and how they can help the reader identify the main purpose of a text.
Knowledge of students background (personal, cultural, or community assets)	Students will have read newspaper and other pieces that have text features.

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.	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
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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?	We will go over text features together and then we will do guided practice as a group. After, students will get the chance to test their knowledge by themselves. If only a few students do not get it, I will provide additional support. If many students do not understand, we will regroup and do extra practice as a class.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Features, Nonfiction, heading, table of contents, glossary, menu, icons, etc.
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Materials

Materials needed by teacher for this lesson.	Padlet, Internet connection, Computer/iPad, worksheet, review assessment
Materials needed by students for this lesson.	Padlet, Internet connection, Computer/iPad, worksheet, review assessment, pencil

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.
	<u>Introduction:</u>	We will first begin our lesson with a question. I will ask students if they know what nonfiction means. After I will tell nonfiction books are about real topics. I will let them know an easy way to remember this is by thinking nonfiction means not fake. Then as a class we will go over vocabulary that nonfiction books have. Then before reading a single text, I will group students together by their table and ask them to skim through the book and see if they can identify what the book is about. Once students have had collected their answers on paper, I will show how the text features of a nonfiction book provide us with additional information to help us understand the main purpose.
	<u>Instruction:</u>	Students will get an iPad/computer and access the Padlet over text features. There are many resources within the board for students to explore and test their knowledge. I will have printed worksheets, so students can complete those if that is one of the activities they chose to do off the board. Students will find many videos, songs, worksheets, and games within the text features board to learn and then practice their skills. If extra time, students will be given a book and asked to make their own Padlet over the text features shown.

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.
	<u>Closure:</u>	After allowing students to explore, they will have a quick worksheet to complete and turn in. It will give examples and require students to identify what text feature is shown. This is to allow me to see how well students understand this lesson. Once everyone has turned it in, they will put away their devices and worksheets and get ready for the next lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I would make a worksheet with larger print for those visually impaired. I would also accommodate those who are English language learners by allowing them to sit in the front of the room and provide definitions in their home language as well as English.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will make sure all my students learn the content and if they have troubles understanding, then I will give them personal one on one.
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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>