

Name Morgan Albers

Lesson Plan

Learning Segment Focus Compare and contrast Lesson 2 of 2
 Course & topic addressed Dr. MLK's I Have a Dream speech Date 9-21-20
 Grade 7th

Student Outcomes

Specific learning objectives for this lesson.	The students will learn how different things sound on paper vs. in person.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	There are many speeches the students have read over time and they will read many more. With this skill, the students will be able to make more sense of what they are reading.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	There are many speeches read in not only ELA, but also history, so the students will be able to make better sense of them in all classes.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	delivery
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Academic Language Support

<p>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?</p> <p>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)?</p>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard, speech and worksheet
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	computers

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)
15 minutes	<u>Introduction:</u> <ul style="list-style-type: none"> <u>Independent reading</u> 	Reading
30 minutes	<u>Instruction:</u> <ul style="list-style-type: none"> Read I have a dream speech together Watch I have a dream speech given by Dr. Martin Luther King Jr. 	The students will take their speech out. We will read it together. We will discuss what it must have been like to be there and hear the speech. To demonstrate I will show the students original footage of the speech. As they watch, they will make notes on their speech. We will compare reading the speech to listening to it.
10 minutes	<u>Closure:</u> <ul style="list-style-type: none"> Compare and contrast in a vin diagram and tell which one the students liked better. 	The students will be working independently.

Accommodations/Modifications

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.)	Use a different text that is easier to understand.
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Differentiation

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.)	We will read together, and I will be there to answer any questions. I will also provide my students with highlighters to highlight important things in the 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	smartboard
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	highlighter
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	speech

Research/Theory

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 .	Dr. Martin Luther King Jr.
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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>;
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