

Lesson Plan

Learning Segment Focus: Reading Comprehension Lesson: 2 of 2

Course & topic addressed: Language Arts/ Reading Date: 10/15/2020 Grade: K

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify different parts of a story/show being read to them.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	This video will be appropriate for a kindergarten class because it focuses on a season. The season is fall and the characters are dressing up for Halloween. The show asks the students questions throughout the video. This will help with the students listening skills.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	In this show, Dora refers to Spanish vocabulary often. This will allow the students to get familiar with other languages. The characters spend time with their friends going trick or treating. The students will need to listen closely to guess what costumes are being wore.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Pumpkin, witch, monster house (those are the places they are going)
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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>	<p>The students will be learning to ask questions about the story and about the characters and what setting they are in. Before this day, I would have sent home a letter asking parents to allow their children to come to school in their favorite Halloween costume. At the beginning of the lesson, I would introduce the app Noggin to the students. This will give them an idea of what we will be working on. I will ask the students questions about the fall season and what they think about Halloween. After the video, I will let the students paint pumpkins together. This would then be a part of their Halloween party.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad, Smart board, pumpkins
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Paint, costumes
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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"> • <u>I would have the students sit in their desks to watch the video on the Smartboard</u> • <u>I would ask the students about the fall season and Halloween</u> • <u>I would go over the vocabulary words the students would need to listen for.</u> 	<p>The students would be seated at their desks. I will be seated at my desk as well after displaying the video on the Smart board. When I explain the lesson, the students will have to raise their hand if they have a question. I would ask a volunteer to help me pass out the pumpkins and get the paint materials ready.</p>
40 min	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • I will tell the students to make sure they listen for the vocabulary words in the video. • The students will watch the video and answer the questions as Dora asks them on the screen. • When the video is over, the students will find a pumpkin and their paint. • They will begin painting the pumpkin how they want. • I will go around the room asking the students about things that happened in the video. 	<p>I will let the students pick the pumpkin and paint that they want. I will write the vocabulary words on the board for the students to remember. I will walk around the room to see if the students need help with their pumpkins. Once the students are finished. I will give them a piece of paper for them to write down the vocabulary words. There are only three of them, so it should be easy for them to remember.</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"> • Go over what the lesson was about • Ask the students if they have any questions • If there aren't any questions, then I will ask the students to read me back the vocabulary words 	The students will clean up their paint mess and set their pumpkins by their backpacks to go home. When the students come back to their seats, I will ask about the setting and characters in the story.

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>	<p>.I would have all the student start out writing the vocabulary words by themselves, and for some reason they cannot write it then I would get lined paper for them to practice writing the three words. I would write the words down for the students to have visuals of them. I would also have definitions of each of the words to make it easier.</p>
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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>	<p>Once I know the students are understanding the setting and characters of the story along with the vocabulary words, I would be able to ask them the events happening int the video.</p>
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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>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Having the students write the vocabulary words by themselves and getting to paint pumpkins.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>I would have the students explain who the characters are and what the setting is. I may even print out a worksheet for it.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

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>As the students learn about the different vocabulary words and the characters and setting, they are learning what each of these things do to contribute to a story. This goes along with Cognitive Learning Theory that is active and long lasting. This learning process is teaching them to use their brains more often. Students will be able to justify their reasoning behind what the aspects of a story are. The students will have to use their listening skills.</p>
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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>;
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