

Name Mandi Baker

Lesson Plan

Lesson Segment Focus Recognize and understand key details in a text

Lesson 1 of 5

Course & topic addressed ELA, key details in a text

Date 09/01/2019 Grade K

Student Outcomes

Specific learning objectives for this lesson.	The student will be able to ask and answer thorough questions about key details in the text, The Pout-Pout Fish and the Bully-Bully Shark.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Prior to this lesson, students were able to informally retell parts of texts without organization.
Knowledge of student's background (personal, cultural, or community assets)	Students are still learning to focus and comprehend details of texts being read aloud.

State Academic Content Standards

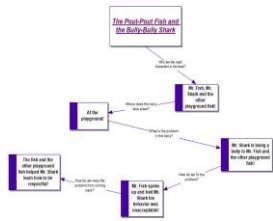
List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	RL.K.1 – With prompting and support, ask and answer questions about key details in the text.
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Academic Language 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?	Instructional supports will include a book read aloud, a diagram and a YouTube video of the book read aloud.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Bullying and Respect may need to be clarified to the students in order for them to master this lesson.
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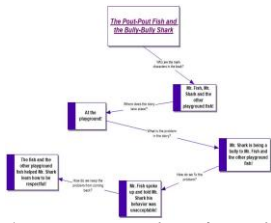


Materials

Materials needed by teacher for this lesson.	The Pout-Pout Fish and the Bully-Bully Shark book, an interactive diagram and access to Youtube for the virtual book read aloud (if needed).
Materials needed by students for this lesson.	NA

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.
30MIN	<u>Introduction:</u>	Teacher and students in circle on carpet. Teacher led discussion and introduction to The Pout-Pout Fish and the Bully-Bully Shark. Teacher asks questions regarding what the students think the book will be about.
1HR	<u>Instruction:</u>	Teacher reads book aloud to class and interacts with students during read aloud. Teacher opens interactive diagram on smartboard. Teacher asks questions and thoughts on how the students perceived the book. Teacher fills in diagram as students retell book details.
30MIN	<u>Closure:</u>	Teacher asks students if they can tell the class the details of their favorite books. Group discussion on how to locate a books key details.



Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>Youtube read aloud may be beneficial as a secondary source as well as one on one Q & A. A shorter, simpler book may be helpful as well.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>Letting the students interact with one another, having both teacher and class led discussions, examining their own favorite books for key details, using Youtube video book readings and diagrams and if need be, one on one instruction should ensure that all student needs are met.</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>Students participation will be monitored throughout the discussions.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>Reading a story to the students and then having them select correct answers in test form. Answers to be read aloud for students to write answer options (A,B or C) on answer sheet.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>Identify theories or research that supports the approach you used.</p>	<p>Vygotsky says that learning happens by social interactions with peers, teachers, etc. Reading aloud and conferring as a class is great social interaction.</p>
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Lesson Reflection/Evaluation

<p>What went well?</p> <p>What changes should be made?</p> <p>How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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&q=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mnstate.edu/f/c/9cb69d2/Lesson%20Plan%20Rubric%20Aligned%20with%20TASC.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>