Name___ Marlana Deese_____

Lesson Plan

Learning Segment Focus ___English (Craft and Structure)
__Lesson_____of_____

Course & topic addressed _Point of View/Perspective
___Date_2-1-20____ Grade_2nd_____

Student Outcomes
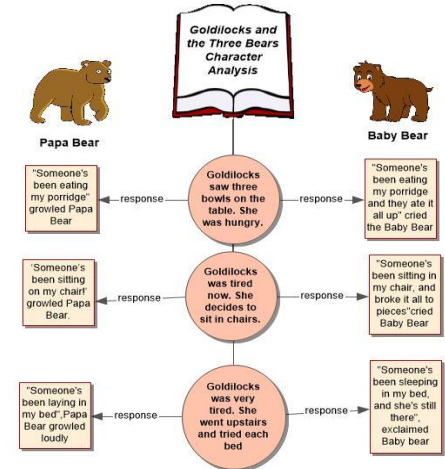
Specific learning **objectives** for this lesson.	To use text evidence from a book to determine the characters point of view.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	In first Grade, students learned how to compare and contrast the adventures and experiences of characters in stories. (RL.1.9
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	It is very important for students to know character perspective and point of view. Point of view determines how the reader is presented with information and how they sympathize the characters.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**RL.2.6 Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud.**

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**It is important to clarify the terms "perspective" "point of view" and for students.**

Academic Language Support

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? 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)?**	Lesson vocabulary words from the weekly reading wall, (inferring, point of view, character, perspective, plot) These vocabulary words will all connect together as a whole. We will do a 10-15 minute lesson to make sure students get a understanding of the academic language before proceeding.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Goldilocks and the Three Bears Book Paper

	Printer Smart board Laptop
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Point of view worksheet Pencil Colored Pencils Paper

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)
5-10 Minutes	**Introduction**: **Vocabulary Lesson- this will be a vocabulary lesson to teach students about point of view and perspective. This lesson will be on the smart board.**	To begin, I would have a lesson over vocabulary that the students need to know. We are going to talk about point of view and perspective in detail. I would have students look at pictures and see what the characters' point of view might be. The characters on each slide of the smart board will be doing the same thing, but will have a different point of view. (Just like in the goldilocks and three bears book)
20-25 Minutes	**Instruction:** As a class we will read "Goldilocks and the Three Bears". This book is a great representation of character perspective.	I will have four students volunteer to be the characters within the book. The four characters are Goldilocks, Papa Bear, Mama Bear, and Baby Bear. Having the students actually interact as the characters helps other students in the classroom truly understand the different perspectives. As the students read, I will allow other students to share their thoughts, as time allows. After each scene I will allow students to write down their thoughts on each character's point of view on their worksheet.
10 Minutes	**Closure:**	

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)
	Looking at the Inspiration Chart I made, to see if theirs matches, and getting to color the characters on a coloring page.	The students will finish feeling out their perspective worksheets, and will have a class discussion. After, the students will choose one of the four characters to color.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	. I will be clear on what is being asked/stated. Extended time may be given when needed. I will incorporate a lot of verbal instruction and allow breaks for children to truly grasp what is being said.

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.)	**The lesson as a whole incorporates a lot of hands on techniques. Also, instead of just reading a book aloud the students have the ability to act out the different scenes of the book, which makes for a fun learning experience.**

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).	☐ Formative /☐ Summative	Theme/perspective worksheet
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

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.**	Research has shown, that allowing students to act as the characters in the book when reading aloud, allows students to comprehend what is being read better. Stopping for breaks within the lesson gives students time to think on what is being said. Incorporating art within the lesson enhances reading and literacy skills.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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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