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Lesson Plan Template

Lesson Segment Focus Understanding Parts of a Book Lesson _____ of _____

Course & topic addressed Reading Date 11/11/18 Grade 1 //

Student Outcomes

Specific learning objectives for this lesson.	Students will listen to a story and show that they have processed the information by informal assessment. As a class we will use Adobe Spark Video to create a book trailer on the book <i>Let it Fall</i> .
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	I will ask students if they remember who the narrator of a book is and ask them questions about the pictures and what the pictures tell them.
Knowledge of students background (personal, cultural, or community assets)	

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.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
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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?	Lead them up to the answer. If a student is struggling in understanding use positive feedback to help them understand.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Narrator, illustrations, characters, events
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Materials

Materials needed by teacher for this lesson.	Teacher will need the book used for the lesson, an Ipad with Adobe Spark Video downloaded and a projector.
Materials needed by students for this lesson.	Students do not need materials.

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.
3	<u>Introduction:</u>	Ask the students questions about what they do or don't remember about the characters and things inside of a book. Allow for them to answer and if they do not answer prompt them and spark their memory by pointing things out in the book. Students will be sitting criss cross apple sauce in the reading section at this time.
20	<u>Instruction:</u>	Teacher will sit at the reading section with students. Will read to them the book <i>Let it Fall</i> . As you are reading the book you will ask the students questions about the narrator, the main character, illustrations, and events happening in the book. Inform the students that we will need to know all of this information later for an activity. Once finished reading the book it is time to use the iPad. Pull up adobe spark video. It would be best to already have the pictures you need beforehand so that you're not searching for them and allowing the students to get distracted. Now you will ask the students what information they think is important about the book to share in our book trailer that we are making. Put the information in the app as they are telling you.

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.
5	Closure:	Tell the students all how good of a job they did creating their book trailer. Let them watch the book trailer and ask additional questions after to make sure they are retaining the knowledge.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	. If a student in my class has ADHD I might modify the lesson to ensure that that student does not get distracted and is able to focus.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Some students learn best by seeing, some by doing, and some by hearing. It is best to incorporate each learning style into every lesson if possible so all students are learning.
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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	Asking students questions before hand
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Asking Students while reading the book
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Asking students questions when you are finished reading the book

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>;
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