

Name Melissa Guill

Lesson Plan Template

Lesson Segment Focus Recounting Events in a Story

Lesson 1 of 3

Course & topic addressed Reading and Identifying Story Events

Date 10/17/2019 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	TSW be able to create and tell a story using appropriate facts and details.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students can speak audibly using complete sentences and can recount their experiences.
Knowledge of students background (personal, cultural, or community assets)	Students will be able to use their imagination to tell their own story.

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.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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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?	Read Aloud book, paper and markers for drawing, use puppets for storytelling, and Explain Everything app for ideas and brainstorming.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Story elements, story, brainstorming, imagination
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Materials

Materials needed by teacher for this lesson.	Puppets, smartboard, large paper for anchor chart, Explain Everything app, markers, computer
Materials needed by students for this lesson.	iPads, markers, crayons, Explain Everything app, blank paper

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.
5 min.	<u>Introduction:</u>	TTW begin the lesson by asking the students what their favorite story. TTW allow a few students to answer and will tell the students that she is going to read them a story and then we will create a story together.
50 min.	<u>Instruction:</u>	TTW will read the book <i>Spookley the Square Pumpkin</i> aloud to the class. TTW then discuss how the author created the story from his imagination. TTW show the students how to create brainstorming webs on the Explain Everything app. TTW allow the students to get on their iPads and use the Explain Everything app to create brainstorming webs for their story. Once the students have completed this, TSW then create their stories on paper using markers and crayons
	<u>Closure:</u>	

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.
20 min.		When the students have finished they will be allowed to share their stories with the rest of the class.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	TTW walk around and monitor each students and will offer help to anyone who made need it.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	By using various manipulatives, technology, and hands on techniques.
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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	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

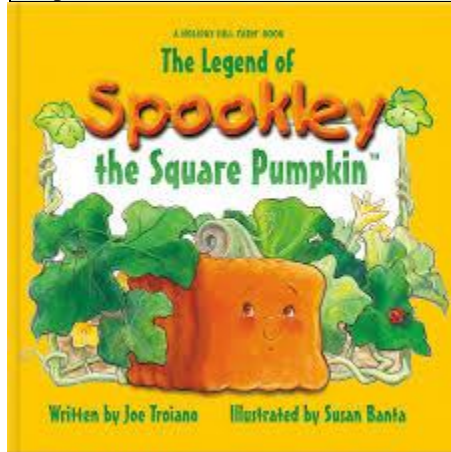
Research/Theory

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	<i>TO BE FILLED IN AFTER TEACHING</i>
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steps?	
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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>;
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