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## Lesson Plan Template

Lesson Segment Focus Identifying an author's purpose Lesson 1 of 3

Course & topic addressed Reading using QR reader/creator Date 10/17/2019 Grade 2<sup>nd</sup>

### Student Outcomes

Specific learning objectives for this lesson.	After listening to a book read aloud by the teacher, students will identify what the author wants to explain, describe, or answer.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Student will have previous knowledge of what an author does, but not what the author purpose is in the story they write.
Knowledge of students background (personal, cultural, or community assets)	n/a

### 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.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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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?	Teacher will remind students of what the author does and will ask any questions students may have before introducing the new lesson.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Explain, answer, describe
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## Materials

Materials needed by teacher for this lesson.	Read aloud book, smart board, and email, QR creator/reader app
Materials needed by students for this lesson.	Read aloud book and the QR Creator/Reader app, ipad

## 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.
10 min.	<u>Introduction:</u>	TTW introduce the lesson and remind student about what an author does. TTW tell the students that they are going to use the QR Reader and Creator app that we have been learning about on our iPads.
45 min.	<u>Instruction:</u>	Teacher shows the class the book <i>Gaston</i> will read it aloud. Once the teacher is finished she will write the questions; What is the author trying to explain in the book? What is the author trying to describe? on the smartboard. TTW tell the students that she wants them to open up QR reader and creator and create a code using your answers to those questions. When you are finished I want you to share your code with me via email.
	<u>Closure:</u>	TTW tell the students that they will continue learning about what an author is trying to explain, describe, and answer again tomorrow.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	The teacher could help students with typing or finding letters on their iPad keyboards.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The teacher may ask more advanced students to create a more complex code or ask them to choose their own book to answer questions for instead of the one being read aloud.
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**Assessments: Formative and/or Summative**

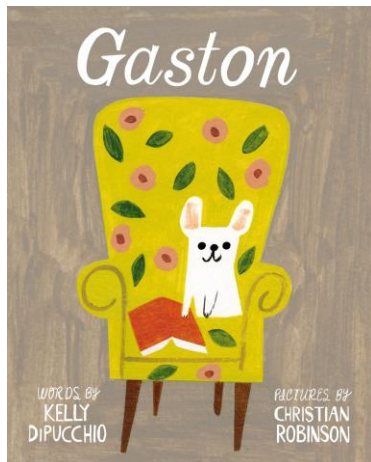
Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> 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 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>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.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>