

Name Melissa Guill

Lesson Plan Template

Lesson Segment Focus Identify Who, what, When, Where, Why Lesson 1 of 1

Course & topic addressed Reading Date 10/17/2019 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	TSW be able to ask and answer questions about who, what, when, where, and why to demonstrate understanding of key elements in a story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students are familiar with asking these questions, but are unfamiliar with making text connections.
Knowledge of students background (personal, cultural, or community assets)	Students ask who, what, when, where, and why questions in their everyday lives.

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.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a 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?	TTW give examples that the students can relate to and will make sure the students have a key understanding by using handouts and visuals.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Who, what, when, where, why
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Materials

Materials needed by teacher for this lesson.	Book, smartboard, iPad, Total Recall app
Materials needed by students for this lesson.	iPad, Total Recall app

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 begin teaching the lesson by asking the class basic who, what, when, where, why questions. For example: Who is our school nurse? What class do we go to on Thursdays? When is Easter? Where do we eat lunch? Why do we go to school? TTW make a quick anchor chart to display with a graphic organizer answering who, what, when, where, why. Students can refer to this anchor chart for any reference they may need
35 min.	<u>Instruction:</u>	TTW have the students come to the carpet for reading time. Before reading the book, TTW tell the students to think about the questions: who, what, when, where, and why while we are reading the book TTW read the story Cook-A-Doodle-Do to the class. After reading TSW go back to their desks and get out their iPads. TTW tell the students to open up the Total Recall App and I will display the same on the smartboard. We will create a graphic organizer on Cook-A- Doodle-Do. The title will go in the middle, and there will be branches that answer who, what, when, where, why. TTW ask the class questions that will help

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.
		them answer the questions. We will refer back to the book as needed. TSW be expected to fill in their own graphic organizers at the same time the teacher is filling hers on the smartboard.
10 min.	<u>Closure:</u>	We will review the answers we came up with to the book on who, what, when, where, why.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I will allow students who need a copy of the book to have a copy to refer to. Students who need it will be able to use paper and pencil to complete their graphic organizer. One on one intervention will be provided as needed.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Allow the students to ask questions as needed and provide more challenging sheets for those who need to be challenged.
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Assessments: Formative and/or Summative

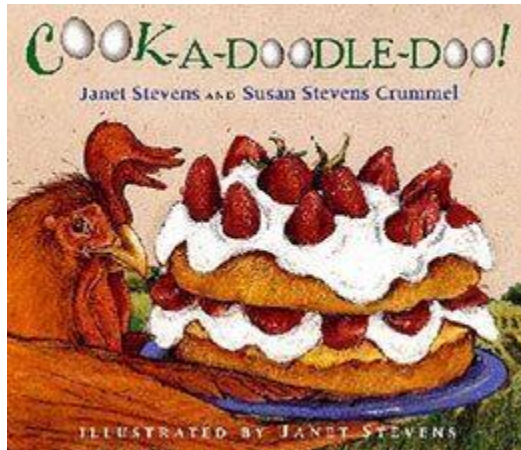
Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> 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>