

Name Molly James

## Lesson Plan Template

Lesson Segment Focus Total Recall

Lesson 2 of 3

Course & topic addressed Compare and Contrast 2 texts

Date May 12, 2019 Grade 3

### Student Outcomes

Specific learning objectives for this lesson.	Compare and Contrast the most important points and key details presented in two texts on the same topic.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In previous lessons, we have used compare and contrast for other things, but never on an app.
Knowledge of students background (personal, cultural, or community assets)	The importance would be whether or not the students were able to read the texts at home whenever we could not read them in class. If students have read it, then they should not have problems.

### 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.	<b>Arkansas Department of Education Standards Grade 3</b> <b>AR RI.3.9</b>
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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?	To assist my students, I will work with them one on one if they do not understand the material given.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Compare, contrast</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Lesson sheet, worksheet for the students, and videos on compare and contrast
Materials needed by students for <b>this lesson.</b>	Pencil, school 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.
5 min	<b><u>Introduction:</u></b>	I will introduce this lesson by talking about why compare/contrast is important in educational learning. I will then tell my students to open their iPads and start using the Total Recall app to make their own Vienn Diagram to compare and contrast 2 readings of text that we have been going over throughout the week.
30-35 min	<b><u>Instruction:</u></b>	Since we have gone over the steps to using the total recall app, my students will know the basics on how to use the app. Because of this, they will go on the app and create their own compare and contrast vienn diagram. I will go around the room and make sure that every student is caught up and knows what to do on the assignment. After the students are finishing up their diagram, I will show them how to post it to where I can get on and see all of them.

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	<b>Closure:</b>	To finish this lesson, I will talk more with my students about how comparing and contrasting helps us learn more about topics in further detail. I will ask questions about what they compared and contrasted as well.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I will make sure to modify the tasks, instructions, methods, and strategies to fit each and every student's needs. When my students are using their iPads, I will go around the room and make sure everyone is understanding how to use total recall.</b>
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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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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What changes should be made? How will I use assessment data for next 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>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
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