

Name: Marissa Jones

## Lesson Plan

Learning Segment Focus: Who, What, When, Where, Why, and HowLesson: 3 of 3Course & topic addressed Reading Date 12-6-2020 Grade 2

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	To get students to identify the five W's and one H of a text to demonstrate understanding in a text.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students have learned how to identify the main topic of a text. Learning how to break down the text further will help students fully understand a text.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Students will be able to understand diverse text and history by learning how to identify the five W's and one H.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>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.</b>
---	---

### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<ul style="list-style-type: none"> <li>• <b>Who</b></li> <li>• <b>What</b></li> <li>• <b>When</b></li> <li>• <b>Why</b></li> <li>• <b>Where</b></li> <li>• <b>How</b></li> </ul>
---	--

### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	<p>The academic language functions will be focusing on learning how to breakdown a text to identify the five W's and the H to understand the text better.</p> <p>The use of paragraphs and examples will assist students in their understanding of key academic language to express and develop their content learning.</p>
---	---

### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> <li>• Integrated Movie</li> <li>• Storyboard</li> <li>• Text</li> <li>• Smart Board</li> </ul>
--	---

Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> <li>• Pencils</li> <li>• Copy of the text</li> <li>• Highlighter</li> <li>• Pen</li> </ul>
--	---

### Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	<u><b>Introduction:</b></u> <ul style="list-style-type: none"> <li>• Introduce the 5 W's and H.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will introduce the concept on how to understand a text better.</li> </ul>
30-45 minutes	<u><b>Instruction:</b></u> <ul style="list-style-type: none"> <li>• Show integrated movie</li> <li>• Provide text</li> <li>• Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will show the integrated movie to explain the 5' W's and H and show examples on how to identify these in a text.</li> <li>• Teacher will provide a text and tell students to pull out their highlighter, pen, and pencil. Teacher will break down text sentence by sentence so students can fully understand the text.</li> <li>• Teacher and students will work on a worksheet to provide an example of the homework.</li> </ul>
5-10 minutes	<u><b>Closure:</b></u> <ul style="list-style-type: none"> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Explain to students that their homework is to identify the five W's and H within the text that was given to them.</li> </ul>

### Accommodations/Modifications

How might I <b>modify</b> instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	<ul style="list-style-type: none"> <li>• Students would work along side a partner to be sure to gather all the information needed when working along with the integrated video.</li> </ul>
---	--

### Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit	<ul style="list-style-type: none"> <li>• <b>Students will use pens, pencils, and highlighters to differentiate between the different concepts.</b></li> </ul>
---	---

instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)	
--	--

### Assessments: Formative and/or Summative

Describe the <b>tools/procedures</b> 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	Highlighting, circling, and marking up text to identify the 5 W's and H.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Taking a separate text home to identify the 5 W's and H for a grade.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

### Research/Theory

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	<ul style="list-style-type: none"> <li>Teaching in various learning styles will enhance a student's understanding and knowledge of different concepts.</li> </ul>
--	---

### Lesson Reflection/Evaluation

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
---	---------------------------------------

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>