

Lesson Plan Template

Learning Segment Focus Finding the Main Idea and Supporting Details

Lesson 8 of 9 Topic: English Language Arts Date: 04/20/2021 Grade: First Grade

Student Outcomes

Specific learning objectives for this lesson.	The students will learn how to take a book chapter by chapter. Students will find main ideas with details to support.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	The students already know everything about the book. They know the basic knowledge of the computer and the Inspiration program. They also have discussed with the teacher what it looks like to find main ideas and key supporting details.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	The students are gaining skills to be used in everyday life. They are learning to listen to something while also following along. The students are also learning how to find the main idea of something and details to support it. This will be used for the rest of their schooling and in real life situations. The students are reading from a book that they all really enjoy. The students are learning how to engage in group discussion and compromise with their peers.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> • Main idea • Key details • Audiobook
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Academic Language Support

<p>What are the Academic Language Function(s) (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 Academic Language Supports 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 Academic Language Demands (vocabulary, syntax, and discourse)?</p>	The students will learn how to take a book chapter by chapter by dividing each chapter into its own lesson over the course of eight days. The students will find main ideas with details to support by listening to a chapter of a book and engaging in discussion with their peers to decide on what they think the main idea and key details of the text are.
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> • Audible • Junie B. Jones is a Party Animal Audiobook • Computer • Inspiration 9 • Junie B. Jones is a Party Animal PDF
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	<ul style="list-style-type: none"> • Overhead projector • Graphic organizer template for main idea and key details
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> • Pencil • Paper

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	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • <u>Review</u> • <u>Look at template</u> 	<p>Students will lead in a discussion of the previous seven chapters read of Junie B. Jones is a Party Animal. They will discuss the details of each chapter from the graphic organizer made from the previous seven days of lessons. The students will look at the template for the chapter main idea and supporting detail from chapter. The class will predict what they expect to happen in the eighth chapter, which is the final chapter of the book.</p>
30 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Reading chapter • Discussion about chapter • Completing graphic organizer for chapter eight 	<p>The audio of chapter nine will be played for the class from Audible while following along with PDF of the book on the overhead projector. The students will stop periodically and think about what they have learned in the paragraphs that they just read. After completing the chapter, the students will talk about what they think the main idea of the chapter was. They will support their reasoning with discussing key details that go along with their main idea. The students will discuss for about 10 minutes until they decide what they think the exact main idea is and what four key details they think go best with that main idea. The teacher will facilitate this discussion and make sure everyone is leading down the right path. The teacher will also make sure that the students speak one at a time and that every student gets a chance to talk about their opinion. After the students make their decision, the teacher will pull up the main idea and key details template on Inspiration. This will be displayed on the overhead projector. The students will help the teacher decide exactly where the main idea and each key detail should be placed on the graphic organizer. After completing the graphic organizer, the students will review and make sure there aren't any spelling mistakes and that everything fits in with the chapter that they just listened to.</p>

10 minutes	<p>Closure:</p> <ul style="list-style-type: none"> • Discussion of text • Independent graphic organizer 	<p>The students will discuss the text once again. They will go over the main idea and key details decided on for the group graphic organizer.</p> <p>The students will create their own graphic organizer that is similar to the one that they had just created as a class. The teacher will take the one created off of the board. The students will create their graphic organizer and turn it in.</p>
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Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>The technology used for this lesson is Audible and Inspiration. Audible helps the students be able to analyze a text beyond their reading level by reading it to them. This is important because this text beyond their level has more content for them to analyze. Inspiration helps the students create graphic organizers from a template without worrying about what the graphic organizer looks like. They can spend more time focusing on the content rather than the look of the graphic organizer while they are still trying to sort out the needed content. Audible is great for struggling readers. Inspiration is great for students who worry about the fine details of assignments that are not essential to the lesson.</p>
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Accommodations/Modifications

<p>How might I modify 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.)</p>	<p>For students with remediation, I think that they won’t need to be any extra accommodations. The students have heard the book and were able to follow along with it while reading it. Everything was completed in a class discussion and everyone was given a chance to give their opinion. This is the same for intervention, IEP/504, and LEP/ESL. I will check in with these students during independent time and make sure that they are on the right track. I will help them organize the graphic organizer if needed and spell any struggling words as well.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>There are many different approaches to the lesson incorporated all at once. The students are hearing the book while also following along with it. The students are also stopping periodically to ensure that everyone is understanding. The students will complete the assignment as a class before they move on to independent work. Everything is modeled for them before they are asked to do it. The students engage in many group discussions and get to work things out amongst themselves for the assignment.</p>
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students’	Formative	Discussion of previous chapter
	Formative	Discussion of main idea and key details of

learning of the lesson objective(s) (include type of assessment & what is assessed).	Summative	current chapter Creation of graphic organizer
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Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	<p>The National Council of Teachers of Mathematics says that discussion can “increase student learning, motivate students, support teachers in understanding and assessing student thinking, and shift the mathematical authority from teacher to community”.</p> <p>Maryellen Weimer, PhD says that class discussion “can be used to develop important speaking skills, gives students the opportunity to practice using language of the discipline, and can be used to balance who’s contributing in class and how much”.</p> <p>The Center for Teaching says that “reading aloud creates a classroom community by establishing a known text that can be used as the basis for building on critical thinking skills that are related and unrelated to reading.”</p>
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Lesson Reflection/Evaluation

<p>What went well?</p> <p>What changes should be made?</p> <p>How will I use assessment data for next steps?</p>	<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>;
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