

Lesson Plan Template

Learning Segment Focus: Main Idea and Key Details

Lesson 1 of 1 Topic: English Language Arts Date: 04/26/2021 Grade: First Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will find the main idea of a story. Students will find the key details of a story. Students will write a summary of a story.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	The students have previously worked on finding main idea and key details. They have completed graphic organizers to organize their thoughts and make the process make sense. Students have worked on taking notes throughout a story to remember what they think is a high point in the story.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Finding main idea and key details is key in life. Writing summaries will be something the students do forever. Students will be able to take the knowledge from this lesson into their daily lives.

State Academic Content Standards

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

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Main idea Key details Story Summary
---	--

Academic Language Support

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? 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)?	Students will find the main idea of a story by reading a story, expressing their opinion, and collaborating with their peers. Students will find the key details of a story by reading a story, expressing their opinion, and collaborating with their peers. Students will write a summary of a story by collaborating with their peers about main idea and key detail and taking that into account when individually writing a summary of the story.
--	--

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Pete The Cat: Robo Pete https://www.youtube.com/watch?v=UvjRJi8JFAY computer overhead projector
---	--

Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Word or Google Docs Computer
--	---------------------------------

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)
5 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • <u>Refresher on main idea and key details</u> 	<p>The teacher will lead the students in a discussion about main idea and key details. While the students are discussing, the teacher will ensure that someone mentions that the key details support the main idea, that the main idea is the big thing that the story is telling, and that the key details are much smaller than the main idea.</p> <p>The teacher will tell the students that they will be reading a book, finding main idea and key details, and writing a summary over the story.</p>
20 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Reading of story • Discussion of main idea and key details • Introduction of summary 	<p>The teacher will pull the Youtube read aloud of Pete the Cat: Robo Pete up on the overhead projector. The students will listen to and follow along with the book on the screen.</p> <p>The students will take notes on essential items as they are going through the story. Students do not have to take notes if they do not feel it necessary. After the story, the teacher will begin the discussion about what they main idea of the story is.</p> <p>The students will collaborate and expand until they find and agree upon on main idea for the entire story.</p> <p>The teacher will then begin the discussion about what the three key details of the story are. The students will collaborate and expand until they find and agree upon three key details for the entire story.</p> <p>The teacher will draw a graphic organizer for main idea and key details on the board as the students agree on them.</p> <p>The teacher will talk through everything the students have decided on, make sure it is correct, and make sure all students are in agreement.</p> <p>The teacher will introduce the students to summary. She will give them an example and verbally say one of her own based on the information in the graphic organizer.</p> <p>The students will ensure that they all understand before moving on to the next task.</p>

15 minutes	<p>Closure:</p> <ul style="list-style-type: none"> • Writing of summary 	<p>The students will take about fifteen minutes to write a summary of their own using Word or Google Docs. The teacher will leave the graphic organizer on the board for the students to be able to reference if needed. The teacher will walk around the room and assist any students who are struggling with their summary or have any questions.</p>
------------	---	---

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 in this lesson is a read aloud book that involved a robot and Word or Google Docs. Using a read aloud book on Youtube allows the students to hear different voices to associate with each character in the story. It also allows them to remain more focused on the story. Word and Google Docs allows the students to use technology rather than handwriting everything. It helps students to work on their typing skills and spelling skills with both identifying misspelled words. These two technologies are essential to the students lives. They will use the skills associated with Word and Google Docs forever and read aloud books allow them to expand their reading knowledge and vocabulary.</p>
--	--

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 the lesson, an essential modification would be to leave the graphic organizer up on the board. This would help students who might struggle through the summary. I would also give any students who struggle with reading from the board a real copy of the book to read along with. I would ensure that I go to the students who might struggle through the individual activity and help them organize their thoughts to put onto paper. We might draw a graphic organizer on a sheet of paper for them at their desk while we talk through their thoughts.</p>
--	--

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>Modeling is key when teaching young students. I make sure to model everything that the students will be doing for them. I also make sure I not only verbally say things but write them or put them up on the board as well.</p>
---	--

Assessments: Formative and/or Summative

<p>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).</p>	Formative	Initial discussion
	Formative	Discussion after reading
	Summative	Writing of summary

Research/Theory

<p>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>	<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>
--	---

Lesson Reflection/Evaluation

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

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>