

Lesson Plan Template

Learning Segment Focus: Literature

Lesson 1 of 5 Topic: Multimedia Literature **Date:** 4/6 **Grade:** 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will explore multimedia literature and evaluate how each is used
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students are use to normal books and stuff so this will expand their knowledge to different type of media like audio books and digital books
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	The world is expanding for everyone so it is important for students to know about different ways they can read or listen to a book so that they can more easily learn as they grow

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	Analyze how multimedia elements (e.g., text, audio, still images, animation, video, or interactive components) contribute to the meaning, tone, or beauty of that text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Multimedia Literature Graphic Digital
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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) ?	We will be using language supports that scaffold students up in the class. I do not really know what I will use yet but probably something like linking language objectives tools
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Book, Digital Books, Audio Books, Computer,
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computers, Writing Utensils, 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)
5 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Intro to lesson • Ask background knowledge 	<p>First I will tell the students what the lesson is about that day. I will then ask what kinds of media they know. I will then call on people to share what kind of multimedia literature they know</p>
30 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Computer • Lecture • Books 	<p>We will start with going over the different types of multimedia literature. We will be focusing on Normal Books, Digital Books, and Audio Books. After we have discussed all of these, the students will go pick out a handful of books. They will then come back to the desk and fill out the spreadsheet based on the books they got. They will then have to answer questions based on the information they gathered from their selected books and the spreadsheets</p>
10 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Closing Remarks • Spreadsheets 	<p>I will review the lesson for the day and then I will instruct the students to do one quick check over the spreadsheets. We will then walk through out to turn it in and then they will be dismissed after they have finished that.</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>I think a spreadsheet works well here because the students can easily store their information. That is really what the spreadsheet will used for in this lesson as they will want to collect as much data as they can about the different multimedia literatures</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 that need it I will already have some filled in spreadsheets and I will have some that are better color coded. I will also allow text to speck or speech to text if needed by a student</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>I will be scaffolding my students by explicit instructions and color coding. I will have each book labeled with its genre so that the students do not have to guess what category it goes in</p>
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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>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Quick Write about different media types
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Exit Ticket about Genres
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Completed Spreadsheet

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>My own theory which I call the Pillow theory. On an actual lesson plan I would do some real research</p>
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Lesson Reflection/Evaluation

What went well?	TO BE FILLED IN AFTER TEACHING
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<p>What changes should be made? How will I use assessment data for next steps?</p>	<p>I will use assessment to see what I need to spend more time on or who may need extra help</p>
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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>;
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