**Name: Maggie Schreit**

**Lesson Plan Template**

**Lesson Segment Focus Explain Everything Lesson \_\_\_\_\_\_\_\_\_\_\_\_of\_\_\_\_\_\_\_\_\_\_\_\_**

**Course & topic addressed Creating an Essay Date 10/31/18 Grade 4th**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will use Explain Everything app on the iPads in class for creating an essay template for their future essays. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students have learned how to create an essay format, just not technologically. |
| Knowledge of students background (personal, cultural, or community assets) | Students will be able to use their own creative thoughts to make this format/template. |

**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. | W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. |

**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? | I, the teacher, will first show the students Explain Everything on my school iPad onto the Smart Board. I will give make my own essay template, as well to give them an idea about what I expect to see from them. While they are on Explain Everything, I will go around the room to answer any questions and help them with whatever they need to complete the assignment. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Web, template, board |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | iPad with Explain Everything app |
| Materials needed by students for **this lesson**. | iPad with Explain Everything app |

**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.** |
| --- | --- | --- |
| 5-10 min | **Introduction**:  Introduction of Explain Everything | The students will sit in their seats and observe the teacher, me, while I explain the app, Explain Everything on the iPad. The students will then be given instructions for working on the app. |
| 20-25 min | Instruction:  Working on the app | The students will work individually on their school iPads to create their own essay template or web on the app, Explain Everything. The instructor will be there walking around ensuring that the students are staying on task and are understanding the app.  The students do have the opportunity to work with a partner, but must create their OWN template on Explain Everything. The teacher will ensure that the students are using their own ideas for their essay webs/templates. |
| 10-15 min | **Closure:** | The teacher will ask a few of the students to present what they currently have on their web. She will then ask for any more questions about the assignment or the app itself. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | Students that need modifications will be sat in the front of the room and will have the teacher help them throughout the app assignment. Students will also have the opportunity to work in groups for the assignment. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | **I, the teacher, would make this essay web their “draft”. This means that it would not be for a final grade. I will take a day to work with them on the Explain Everything app to ensure they know how to work it before we begin creating the final web assignment.** |

**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). | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

|  |  |
| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

|  |  |
| --- | --- |
| What went well?  What changes should be made?  How will I use assessment data for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>