

Lesson Plan

Learning Segment Focus: Article Writing
Lesson 1 of 4

Course & topic addressed: Language Arts and Social Studies Date 10/14/20 Grade: 3rd
Student Outcomes

Specific learning objectives for this lesson.	Students are going to use News O Matic App along with teaching to introduce students to organizing an outline to create a newspaper article. Students will become familiar with paragraph writing, vocabulary usage, grammar, punctuation, and current events.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Each grade builds upon the next. Students in 1 st and 2 nd should have learned a vast vocabulary. By 2 nd grade they should be writing coherent sentences. Now in 3 rd grade students continue to push the boundaries of their vocabulary and write paragraphs. Students at this level are gaining critical knowledge and should be able to use the geographical and cultural knowledge learned prior in a more cognitive manner.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Using the app students can read articles about their own state, creating a personal connection. Students of cultural can find articles also creating a connection. Furthermore, students will be writing a news article and can associate to themselves and their background or surroundings.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RI.3.1-The assignment allows students to ask and answer questions demonstrating knowledge of informational text. Part of social studies standards include gathering information from multiple relevant sources, newspaper articles are excellent sources.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Introduction Main Body Conclusion Quotations
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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) ?	A physical newspaper article and a web article will be visuals used to help the students. Searching the News O Matic App will be a great support in learning key elements. Understanding the parts of a paragraph support the academic language standards.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Newspaper Article Outline to write an article List of article ideas
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(All students who have plans mandated by federal and state law.)	
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Differentiation

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.)	The physical images used in this lesson help students recalling skills. Learning the steps of creating an article/paragraph highlights scaffolding. Gifted and talented students can also be a help to struggling students and can be assigned a specific topic as well to write about. Encouraging them to come up with their own topic.
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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).	X Formative / Summative	Observing the students while working on their assignment during class time.
	Formative / X Summative	A grade will be given to the assignment based upon performance.
	X Formative / Summative	Viewing the student's outline is a form of formative assessment.

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.	Gardner: Students are using many aspects of multiple intelligences, such as, visual, logical, linguistic, and intrapersonal.
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Lesson Reflection/Evaluation

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