Name Megan Scott

## **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 <b>objectives</b> 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 <sup>st</sup> and 2 <sup>nd</sup> should have learned a vast vocabulary. By 2 <sup>nd</sup> grade they should be writing coherent sentences. Now in 3 <sup>rd</sup> 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	RI.3.1-The assignment allows students to ask and answer questions demonstrating	
standards with which this lesson is	knowledge of informational text.	
aligned. Include abbreviation, number &	Part of social studies standards include gathering information from multiple relevant	
text of the standard(s).	sources, newspaper articles are excellent sources.	

### **Key Vocabulary**

ney vocabalary	
What vocabulary terms/content specific	Introduction
terminology must be addressed for	Main Body
students to master the content?	Conclusion
	Ouotations

**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.

## Materials

Materials needed by <b>teacher</b> for this lesson. (such as books,	Newspaper Article
writing materials, computers, models, colored paper, etc.)	Outline to write an article
	List of article ideas

Materials needed by <b>students</b> for this lesson. (comput	ers, Notebook
journals, textbook, etc.)	Pencil
	IPad

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)
2 minutes	Introduction:	Today we are going to put on our journalist hats and create a newspaper article.
25 minutes 28 minutes	Instruction:	On the overhead of the smart board I will show the students a newspaper article. We will read the article together and review:  What is the main idea of the article?  What are some facts you have learned from the article?  What are some sentences that helped you to determine the main idea of the story?  On the board will be a list of article ideas to chose from. They may come up with their own and will need to discuss it with me first for approval.  Next, I will display an outline to help students begin to organize how to begin gathering information about an article.  Students will take some time now to pull out their IPad and pull up the News O Matic App. Students have already become familiar with News O Matic from previous lesson. Time will be allowed for students to read article and get an idea of what and how they would like to present this assignment.  Along with the app and outline on the board, students will be brainstorming, making notes, and reading article to aid them to write n newspaper article that will be due by the end of the week.
5 minutes	Closure:	The end of the lesson students will be told to put everything away. This is just the first step in the process and to not worry, we will have more time throughout the week to work on this project but to also be thinking and working on it outside of class. Time permitting have students share with us ideas they have started to gather.

# **Accommodations/Modifications**

How might I <b>modify</b> instruction for:	Students needing remediation can be given a specific topic to write about.
Remediation?	Furthermore, if they need additional support due to struggle, the focus will be on
Intervention?	writing an outline.
IEP/504?	
LEP/ESL?	

(All students who have plans mandated by	
federal and state law.)	

## **Differentiation**

student needs are met?
highlighters/color coding, etc.) to ensure all
instruction, contextualized materials,
techniques (enhanced scaffolding, explicit
How might you provide a variety of

(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.

### **Assessments: Formative and/or Summative**

<u> </u>	X Formative / Summative	Observing the students while working on their
used in this lesson to monitor students'		assignment during class time.
learning of the lesson objective(s) (include	Formative /X Summative	A grade will be given to the assignment based
type of assessment & what is assessed).		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 <b>principles of the connected</b>		
theories and/or research.		

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

### **Lesson Reflection/Evaluation**

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

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

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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