

Name: Madison Shoukletovich

Drawing and Doc Lesson Plan

Lesson Segment Focus: Informative essay on how to preserve the environment

Lesson: 1 of 1

Course & topic addressed: Language Arts & Informative Essay

Date: 10/20/18

Grade: 3

Student Outcomes

Specific learning objectives for this lesson.	The specific learning objective for students in this lesson is to build an outline in order to form an informative essay on what they can personally do to preserve the environment.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The prior knowledge of students this builds upon is how to write and read at an effective enough level to produce the informative essay. They must be able to realize what needs to be put into their essay in order to make it informative enough for the reader to understand if they know nothing about the topic at hand.
Knowledge of students background (personal, cultural, or community assets)	The knowledge of students' background in terms of community assets is what this lesson focuses on the most because some students may already help in preserving the environment in their own home or have learned ways to preserve the environment before this lesson takes place.

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.3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
--	--

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?	The planned instructional supports I might use to assist students to understand key academic language to express and develop their content learning is to individually help students that seem to be struggling on where to start on their essay. Some students may also have trouble finding the right word to use in their essay in order to say exactly what they want and I would also help with this problem.
--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Informative, reduce, reuse, and recycle
---	--

Materials

Materials needed by teacher for this lesson.	Index cards, template on google draw/doc, pen, computer whiteboard, and example informative essay
Materials needed by students for this lesson.	Paper, pencil, Chromebook

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 minutes	Introduction: I will start the lesson by showing my students pictures of the environment that will show them what kind of condition it is in right now.	These pictures will include the polluted ocean, animals with plastic objects stuck onto them, and also polluted parks. This will engage and motivate students in learning that there are things that can be done, and they will learn about how to reduce, reuse, and recycle. After they have learned about this I will then explain to them that they are going to write an informative essay about what they can personally do to preserve the environment.
30 minutes	Instruction: I will engage students in developing understanding of the lesson objectives by showing them an example of an informative essay.	This will show them that the objective is both obtainable and simple. The example will provide them with the visual of having five separate paragraphs with five sentences in each. I will link the new content to students' prior academic learning by using their skills of being able to read and write. I will use their skill of being able to read by allowing them to read the example of an informational essay. I will use their skill of being able to write by requiring them to write their own informational essay on the topic of preserving the environment. I will link the new content to students' personal community assets by explaining to them that they are writing about things that they can do outside of school. The examples that they will write about in their essay will be simple tasks that they can do in their own home and in our own town as a whole. I will explain to them what their essay needs to have in it and I will answer any questions they may have since this is the first informational essay they will have written. I will ask my students the question of what simple tasks they think they can do at home to preserve the environment. I will then take these tasks and write them down on an index card and put them up on the whiteboard. After I have gotten several valid answers, then I will ask my students which examples fall under the category of reduce, reuse, and recycle. This will provide them with different examples of what I will be looking for in their essay and it will allow them to not get confused about which example falls under which category. After I have explained the essay process and given them the examples of tasks they can do, I will then explain to them about the template that I have created for them in order to help them write their informative essay. The students will use this template as a step by step process to help them write their essay. I will determine if students are meeting the intended learning objectives by the quality of the first draft they will create.
5 minutes	Closure: I will end the lesson by showing my students that their informative essay has now given them simple tasks that they can do both at home and in the community.	These simple tasks will help them preserve the environment in ways that they have created with their own ideas.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>I would modify instruction for remediation students by providing them with the filled out graphic organizer for the informative essay, so that they can get a head start on writing the actual essay. For intervention students I would individually help each of them while all of the other students were working on writing their essays. For IEP/504 students I would make sure that this lesson follows their plans set forth by the team that created it in the first place. For LEP/ESL students I would do the same that I did for the remediation students and I would provide them with a filled in graphic organizer.</p>
--	---

Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I would provide a variety of instructional strategies to ensure all student needs are met by individually meeting with each students to make sure they are progressing as they should on their essay since this lesson will take longer than a day to complete.</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>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Identify theories or research that supports the approach you used.</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/ed3fd026-939f-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>