

Lesson Plan Model¹

Lesson Title/#: Language Arts/#2

Grade Level: 3

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>The central focus for the content in the learning segment is for students to write an informative essay about what steps they can personally take to preserve the environment.</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>The standard that is most relevant to the learning goal is in the <i>Arkansas English Language Arts Standards Writing Standards W.3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i></p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>The specific learning goals 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. They will learn how to create an outline and also how to fill out an outline. They will also learn how to brainstorm in order to write their essay and they will learn about the different essay requirements. The different essay requirements include an introduction, three body paragraphs, and a conclusion. In each of these paragraphs there needs to be a topic sentence, three explanatory sentences, and then a summary sentence.</p>
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary</p>	<p>The knowledge, skills, and concepts that students must already know to be successful with this lesson 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. The gaps in knowledge that these students have is that they have never written an informative essay. I have created a template in order to help them form their essay in a step by step procedure.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate’s submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the “Making Good Choices” resource for subject specific components.

<p>to support the learning of the skills and concepts for this lesson?</p>	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch 5 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>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.</p>
<p>Instruction 30 Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts)</p>	<p>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 they 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</p>

to students' prior academic learning and their personal/cultural and community assets?

What will you say and do? What questions will you ask?

How will you engage students to help them understand the concepts?

What will students do?

How will you determine if students are meeting the intended learning objectives?

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.

Structured Practice and Application
60
Minutes

How will you give students the opportunity to practice so you can provide feedback?

How will students apply what they have learned?

I will give students the opportunity to practice so I can provide feedback by asking them to create a first draft of their informative essay. By requiring them to do this they will get all of their ideas out on paper and I can help them with the grammatical errors and any other organizational issues that might occur after they are finished. Students will apply what they have learned by creating this first draft in the correct organizational set-up that I have provided them with in the example and in the template. After I have helped them correct their first draft, then they will create a final draft that I will grade. I will then determine if students are meeting the intended learning objectives by grading their final paper and validating whether or not the essay has met the requirements of an informational essay.

<p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>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.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure</p>	<p>I will structure opportunities for students to work with partners in order for them to share their ideas about what they can specifically do to preserve the environment. This will provide them with the opportunity to discuss with one another and get ideas from each other to include in their informative essay. Another topic that I will have them discuss with each other is what they are going to include in their essay, such as the sentence to grab the reader's attention or the concluding sentence that leaves the reader with something to think about. This will give them the opportunity to brainstorm with</p>

<p>opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>each other before writing their thoughts down on paper. Having multiple opportunities for my students to think aloud before actually preparing a piece of writing will help them produce a better thought essay overall.</p>
<p>What Ifs What might not go as planned and how can you be ready to make adjustment?</p>	<p>One thing that might not go as planned is my students not grasping the concept of the five-paragraph essay format. They might not think that each paragraph needs five sentences and also may not understand that there can be more than five sentences in each paragraph. I can be ready to adjust by showing my students the example of the informative essay again and pointing out exactly where each paragraph starts and ends to show them that there are five. I would also explain to my students that there can be more than five sentences in each paragraph, but there cannot be less than that.</p>
<p>Theoretical Principles and/or Research-Based Best Practices Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials What materials does the teacher need for this lesson? What materials do the students need for this lesson?</p>	<p>The teacher needs index cards, a class set of copies of the completed template, a pen, computer, whiteboard, and an example informative essay. The student needs paper, a pencil, and a copy of the completed template.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students</p>	
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understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.

