

## Total Recall Lesson Plan

Lesson Segment Focus: Writing

Lesson 1 of 1

Course & topic addressed: Language Arts & Informative Essay

Date: 11/5/18

Grade: 3

### Student Outcomes

Specific learning objectives for this lesson.	The specific learning objective for this lesson is for students to write an informative essay about what steps they can personally take to preserve the environment.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The connection to previous lessons that this lesson builds upon is how to write and read at an effective enough level to produce the informative essay. Students 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 personal and community assets would be whether or not they have done anything to help preserve the environment on their own time. If students have done this, then it will make it easier for them to relate to this activity.

### 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.	<b>W.3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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### 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 that I might use to assist students to understand key academic language to express and develop their content learning is to provide them with flashcards. I will have the word on one side of the card and then the definition on the other side. To provide varying supports for students at different levels of academic language development I will help as many students that I can one-on-one.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Environment, preserve, reduce, reuse, recycle, introduction, conclusion, and paragraph</b>
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## Materials

Materials needed by teacher for this lesson.	The materials needed by the teacher for this lesson include a completed mind map, a pen, iPad, the Total Recall app, whiteboard, and an example informative essay.
Materials needed by students for this lesson.	The materials needed by the students for this lesson include an iPad, the Total Recall app, paper, and a pencil.

## 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	<b>Introduction:</b> 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	<b>Instruction:</b> 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' 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. They will use the Total Recall app to brainstorm ideas that they could include in their informative essay. After they have brainstormed enough to produce the required amount of information I want in the essay, then they will begin to write their rough drafts.
5 minutes	<b>Closure:</b> 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. The hope of this activity is to get students involved in the community to help preserve the environment in a few different ways. Not only have students learned how to write an informative essay, but they have also learned how to help preserve the environment. The way students can help is both simple and effective which means they are more likely to follow through.

## Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I would modify instruction for remediation students by having a brainstorm mind map premade with the Total Recall app. For intervention students I would try to help them as much as I could one-on-one since this assignment could be overwhelming for them. For IEP/504 students I would make sure this lesson plan followed the plan set forth by the team that made the plan in the first place. For LEP/ESL students I would do the same thing that I did for the remediation students.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I would provide a variety of instructional methods/tasks/strategies to ensure all student needs are met by having as much one-on-one time with each student that I could. I would have short writing conferences with each student after they have finished their rough draft to ensure they are on the right track.</b>
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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).	<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**

Identify theories or research that supports the approach you used.	
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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>; <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>