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Lesson Plan Template

Lesson Segment Focus _____ Literacy _____ Lesson 1 of 1

Course & topic addressed _____ Books/Writing _____ Date 9/7/2019 _____ Grade K

Student Outcomes

Specific learning objectives for this lesson.	Kids to be able to work together and further their knowledge on reading and writing.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Mirror reading different books in class, silent reading, and book reflections.
Knowledge of students background (personal, cultural, or community assets)	Half of the student have tested on a Kindergarten reading level while others are a little more advanced on a 1 st grade reading level.

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.	Range of Reading and Level of Text Complexity (RI.K.10) Production and Distribution of Writing (W.K.5)
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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?	I am going to be walking around monitoring the class as they take on these assignment, some in groups, some alone. I will make sure to check in every once in a while and see how far along the different students have gotten, and ask if they need help if I notice they haven't done very much, or haven't gotten very far.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	For this lesson they are each using their own book so I want them to create a page for me that they think is important vocabulary that I should know, along with their classmates.
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Materials

Materials needed by teacher for this lesson.	Reflection pages (for book talks), set up reading and writing stations, print off writing prompt pages for them to write about their book.
Materials needed by students for this lesson.	Pencils, colored pencils, markers, and their own books.

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.
10-15 Mins.	<u>Introduction:</u>	I will explain the different rotation stations I have set up for everyone to sharpen their reading and writing skills about the book they are currently reading. If they aren't reading a book at the moment and need to get a new one, the book center will be open for 10 minutes to check a new book out for this lesson.
30-35 mins.	<u>Instruction:</u>	<p>First Station: Book time. You may pick out a new book, read different summaries on new books, read your own book to yourself, find important words in your book. Share a book you have already read to your neighbor if they are also in the process of finding a new book.</p> <p>Second Station: Writing Zone. Time to write about your book, no matter how far you have gotten into it (reflection/journal). Soft music playing to keep students calm and focused.</p> <p>Third Station: Group work. This station is a filler station to where the student can work on any assignment or project going on in my class. This gives them a small break from working hard in the other two stations, and allows them to get feedback from their classmates.</p> <p>Fourth Station: Teacher Table. I am going to have a table set up to where if any of the other three stations are having trouble or questions, they quietly get up, and go sit at the teacher table. This lets me know that they need help and they can have the opportunity to get one on one time with me.</p> <p>*Each station will last a total of 10 minutes but the fourth station is open the entire time. This well rounded lesson will last for 30 minutes all put together.</p>
5-15 mins.	<u>Closure:</u>	Students will go back to their seats and if anyone has any reflections/book talks they would like to share; they are more than welcome to. After, they will clear their desks and we will begin something new.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I may modify the instructions given by starting the remediation children at my teachers table just to clarify any questions they have before starting so they aren't confused or struggling in anyway.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will not only say the instructions, but I will have each station labeled with what you are supposed to do, and also a diagram label on the board for extra assistance.
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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>;
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