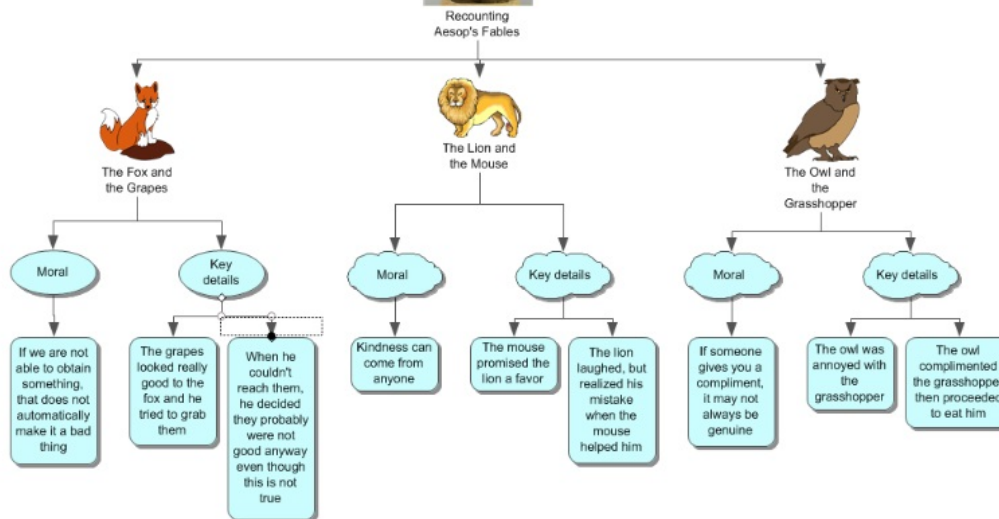




Name: Reagan Donald



Lesson Plan Template

Lesson Segment Focus: Determining Morals and Key Details of Aesop's Fables

Lesson 6 of 14

Course & topic addressed: Morals and Key Details of Fables

Date: 9/10/19 Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be able to determine the aspects of a fable, folktale, and myth. They should be able to determine what moral is being conveyed and point out the details that led them to that belief.
Knowledge of students background (personal, cultural, or community assets)	Their reading comprehension level is between 2.5 and 4.5.

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.	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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Academic Language Support

<p>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?</p>	<p>We will go over other fables beforehand and create an anchor chart to discuss morals and how to find key details.</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p>Fable, folktale, myth, moral</p>
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Materials

<p>Materials needed by teacher for this lesson.</p>	<p>A copy of Aesop’s fables, smartboard, inspiration</p>
<p>Materials needed by students for this lesson.</p>	<p>Computer, inspiration, copies of Aesop’s fables</p>

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.
15 mins	<u>Introduction:</u>	I will read the objective and the students will repeat it. We will then discuss fables, morals, and how to find key details in a story again. I will pull up the website to read “The Fox and the Grapes”, “The Lion and the Mouse”, and “The Owl and the Grasshopper” by Aesop. Together we will determine the moral and key details presented in “The Fox and the Grapes”.
30 mins	<u>Instruction:</u>	The students will then get into groups of 4 and discuss among themselves in order to determine the morals and key details for the remaining two stories. They will reread the stories if necessary.

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.
15 mins	<u>Closure:</u>	The students will present the morals and key details that they have decided upon. We will discuss as a class if we agree and if there are other details we would add.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Remediation – provide other fables in order to reteach the lesson Intervention – monitor closely and clarify and provide feedback IEP/504 – More time to complete the assignment LEP/ESL – working in a group
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Give detailed instruction. Have students restate objectives. Ask questions to direct student learning.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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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	

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>