

Lesson Plan Template

Lesson Segment Focus: Writing
Course & topic addressed: Creating Informational Text

Lesson 9 of 14
Date: 11/14/19 Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to create a How-To book using a recipe.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be able to write and read informational texts.
Knowledge of students background (personal, cultural, or community assets)	The students don't really cook at home, but have made various foods in class for the classroom cookbook.

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.
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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?	We will go over how to read a recipe and how to create our own recipe book.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Recipe, ingredients
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Materials

Materials needed by teacher for this lesson.	Smartboard, Powerpoint
Materials needed by students for this lesson.	Recipe for oreo crunch bars, chromebook, pictures of ingredients

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>	TTW read the objective and have the students repeat it. She will mention the previous days lesson and tell the students they will be making their own how-to book today for an Oreo crunch bars recipe.
30 mins	<u>Instruction:</u>	TTW pass out the recipe and have students look over the ingredients and steps. She will have them find pictures of the ingredients in order to add to the book they will be making together. Once everyone has found everything, TTW ask the students what should come first in their book. TSW decide the appropriate order for adding each step to the book.
15 mins	<u>Closure:</u>	TTW ask the students if they feel they have conveyed the information clearly, so if someone read their book, they would feel confident in making the crunch bars. TTW print out the book and make copies for each student to take home.

Accommodations/Modifications

How might I modify instruction for:	Remediation – work one-on-one to see where mistakes are happening Intervention – monitor closely and clarify and provide feedback
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Remediation? Intervention? IEP/504? LEP/ESL?	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 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/t/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>