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## Lesson Plan Template

Lesson Segment Focus: Review Game

Lesson 11 of 11

Course & topic addressed: Fig. Lang., Point of View, Recounting Stories

Date: 11/14/19 Grade: 3<sup>rd</sup>

### Student Outcomes

Specific learning objectives for this lesson.	The students will play a review game to assess what they have learned.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be able to answer questions about a text, recount stories, determine point of view, and determine figurative language.
Knowledge of students background (personal, cultural, or community assets)	The students did well on previous lessons regarding these topics.

### 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.	<p><b>RL.3.2</b></p> <p><i>Recount</i> stories, including fables, folktales, and myths from diverse cultures; determine the lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>RL.3.4</b></p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.6</b></p> <p>Distinguish their own <i>perspective</i> from that of the narrator or those of the characters, also distinguish the difference between first- and third-person <i>point-of-view</i> narrations.</p>
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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 will assess how they do during the game and reteach them if necessary afterwards.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Point of view, figurative language, simile, metaphor, hyperbole, moral
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### Materials

Materials needed by teacher for <b>this lesson</b> .	Smartboard, Powerpoint
Materials needed by students for <b>this lesson</b> .	

### 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	<b>Introduction:</b>	TTW let the students know that they will be playing a review game today, so they need to make sure their brains are ready to roll. TTW bring up the powerpoint for the game.

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.
30 mins	<u>Instruction:</u>	TTW sort the students into two teams in order to play the game. TSW get to choose which category and which point value they would like to go for. If they get the question correct, they will get points. At the end, the team with the most points will get bragging rights. TTW assess the groups to see if they are having trouble with the concepts and decide if some lessons need to be reviewed again.
15 mins	<u>Closure:</u>	Once there is a winner, TTW tell the students they did a great job. She will ask the students if they felt like they had any trouble with any questions in the game. TTW answer any questions.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Remediation – work one-on-one to see where mistakes are happening 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 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	
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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>;  
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