

## Lesson Plan Template

**Lesson Segment Focus: Writing a Summary**  
**Course & topic addressed: Writing a Summary**

**Lesson 5 of 14**  
**Date: 12/05/19 Grade: 3<sup>rd</sup>**

### Student Outcomes

Specific learning objectives for this lesson.	The students will be able to summarize a book.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should know how to read a story and write a summary to go along with the story.
Knowledge of students background (personal, cultural, or community assets)	The students are proficient in their reading and writing skills.

### 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>RL.4.2 Examine a grade-appropriate literary text</p> <ul style="list-style-type: none"> <li>• Provide a summary</li> </ul>
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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?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	We will go over in detail what a script is and the different elements of a script.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Summary, script
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## Materials

Materials needed by teacher for this lesson.	Editing software
Materials needed by students for this lesson.	Pencil, paper, chosen book, camera

## 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 split the class into 4 groups and tell them they will be writing a summary for a book of their choice, but not in the normal way. She will tell them that they will be writing a script in order to show the events of the book and they will also act it out.
30 mins	<u>Instruction:</u>	TTW show a scene from The Parent Trap and show an example of a script. She will point out the characters, stage directions, and props. She will have three options of picture books for the students to choose from and they will get started on writing their scripts with their groups.
15 mins	<u>Closure:</u>	After finishing the scripts, TTW help the students film and edit. They will have a watch party to see everyone's renditions.

## Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504?	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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LEP/ESL?	
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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/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>