

Lesson Plan

Learning Segment Focus- _Key Ideas and Focus
Lesson 1 of 6
Course & topic addressed- asking and answering questions from a story Date- 10/13/2020
Grade- K

Student Outcomes

Specific learning objectives for this lesson.	The Student will be able to give key details about a story
Justify how learning tasks are appropriate using examples of students' prior academic learning .	The student will know to listen as the story is being read and remember key points about the story.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	The books being read are non-biased and therefore will be acceptable for children of all ethnic backgrounds. Each child will be able to draw a different meaning due to their experiential background.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
---	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Dr. Seuss, Book
---	------------------------

Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	
---	--

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad, Dr. Seuss Treasury App
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	N/A

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
Around 5 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • <u>TTW gather students around the carpet</u> • <u>Tell them about the Book</u> • <u>Begin Reading</u> • <u>Ask Questions regarding book</u> 	
	<p><u>Instruction:</u></p> <p>TSW listen closely has they are read a book from the iPad.</p>	<p>TTW gather the class around the carpet for carpet time. She will tell the class they will be picking a book from the Dr. Seuss Treasury on the iPad. TTW will give the students four books to choose from, then they will vote. TSW raise their hands if they want one of the books. After voting, TTW choose the book that had the most votes. Using the iPad, the teacher will begin reading. While reading the teacher will ask questions such as “What do you think will happen?” After finishing the book, TTW hold a class discussion covering the events of the book. She will ask questions about what happened first, did this happen before that, and ask the students what some of the events are that happened in the book. After all the questions are asked and answered, she will tell the class how awesome they did and to keep up the good work. She will tell them tomorrow they will read another book from the Dr. Seuss Treasury.</p>
	<p><u>Closure:</u></p>	<p>TTW ask each student their favorite part of the book.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>TTW read the book slower, or pick a book on a lower level if needed.</p>
--	---

Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>TTW would give an even in the book and ask what happened next. If needed, the teacher would read the book twice.</p>
--	--

Assessments: Formative and/or Summative

<p>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).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>There would be class discussion regarding the book</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	
--	--

Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
---	--

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://w_ebcbache.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/Resource11a.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>