

Lesson Plan

Learning Segment Focus – Reading written stories Lesson – 2 of 3

Course & topic addressed – Reading, accuracy and fluently Date – 12/07/2020

Student Outcomes

Specific learning objectives for this lesson.	The student should be able to read with accuracy and fluency through a grade level text
Justify how learning tasks are appropriate using examples of students’ prior academic learning.	In prior years, it is imperative for children to master phonemic awareness and phonological awareness in order to decode and encode words.
Justify how learning tasks are appropriate using examples of students’ personal, cultural, linguistic, or community assets.	A child that is spoken to will be more likely to catch on to phonemic and phonological awareness.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Read aloud, author illustrator, involved, stranger
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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>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	One book, computer to video, webcam on computer
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computer, book, webcam on computer

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)
	<p><u>Introduction</u></p> <ul style="list-style-type: none"> • read aloud discussed 	<p>TTW be on the video, telling the students about doing a read aloud. She will tell them after she gets done, they will read a book on video and send it to her.</p>
	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • TTW discuss how to do a read aloud • At the end, TTW tell students to video themselves reading and send it to teacher 	<p>TTW be sending out a video to each student virtually. TSW will watch the video at home. In the video TTW begin by saying she will model a read aloud for the students, so they can do one as well and send it in. She will go over the author, illustrator and a few new words in the text. She will also ask questions periodically throughout the read aloud.</p>
	<p><u>Closure:</u></p>	<p>TTW end the book and tell the students to pick a book they really enjoy to read. They will video themselves reading the book and send it to the teacher.</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>For a student in remediation or intervention, an adult would be present to scaffold reading the book. Also, the read aloud could be done in person.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials,</p>	<p>Offer different types of technology, different books</p>
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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.)	
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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

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.	
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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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