

Name Rachel Worthington

Lesson Plan Template

Lesson Segment Focus Language Arts Lesson 1 of 1

Course & topic addressed Answering Questions from a Story Date October 29, 2018 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	The focus of this lesson is to teach students how to make inferences based on the pictures in a book and to answer questions from a text
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Building upon students reading skills and using their imagination, as well as pictures in the text
Knowledge of students background (personal, cultural, or community assets)	Common knowledge of the habits of dogs

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.	RI.1.7 Use the illustrations and details in a text to describe its key ideas
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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?	Reading the text as a class
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	N/A
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Materials

Materials needed by teacher for this lesson.	Computer
Materials needed by students for this lesson.	Paper Pencils

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.
5 minutes	<u>Introduction:</u>	Talk to the class about not blurting out answers (part of the purpose of this lesson) and looking at pictures to answer questions in the text
20 minutes	<u>Instruction:</u>	Go through the ebook page by page and have students write down the answers to the questions (reminding students not to shout their answers and write them down instead)
5 minutes	<u>Closure:</u>	Turn in papers and talk as a class about the book.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	. This lesson overs a variety of answers for each students level
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Closer to the front of the class if need be to see or focus better
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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>;

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