

## Lesson Plan Template

### Learning Segment Focus: Social Injustice in Literature

**Lesson 1 of 1 Topic: Barriers Date: NA Grade: 6th**

#### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will understand what it takes to write a sensory engaging story.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	We are learning about narratives. Imagery is important.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Students will use words in context of their culture to write descriptively.

#### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
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#### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Senses, feel, touch, smell, taste, hear,</b>
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#### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	Word wall for the five senses with pictures that students relate to the words,
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#### Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> <li>Sensory Language Graphic Organizer (as inspiration file)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Computer/Projector/Smartboard</li> <li>• Inspiration 9 Program</li> <li>• Printed Copies of "<a href="#">The Little Match Girl</a>" by Hans Christian Andersen</li> <li>• Highlighters/colored pencils/pencil Student Journals</li> <li>• Google form</li> </ul>
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> <li>• Inspiration 9 Program</li> <li>• Printed Copies of "<a href="#">The Little Match Girl</a>" by</li> <li>• Computer</li> <li>• Access to google form</li> </ul>

**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)
5 minutes	<b><u>Introduction:</u></b> Introduction of Topic	Introduce topic and give a quick look at the organizer and reading.  Have students describe instructions back to me.
10 minutes	<b><u>Instruction:</u></b>  <b>Class reading</b>	Read through " <a href="#">The Little Match Girl</a> " once as a class.  <i>Encourage students to pay attention to detail</i>  Teacher demonstrates highlighting/underlining descriptive/sensory language.
20 minutes	<b>Group Discovery</b>	

<p>10 minutes</p>	<p>Class Discussion</p>	<p>Students will be put into 5 groups and be assigned paragraphs to highlight descriptive language.</p> <p>Students will fill in Sensory Language Graphic Organizer as students discuss what they found. --- Filling out each sense at a time.</p> <ul style="list-style-type: none"> <li>• Class will discuss the importance/impact of the descriptive language in “The Little Match Girl”</li> </ul> <p>Why were these details important to the story?          What do you think was the authors goal in this story? Would he had accomplished it without this language?          What is your goal for your narrative and how might you use these same techniques to accomplish it?</p> <p>Observing student effort , interactions and discussion.</p>
<p>15 minutes</p>	<p><b>Closure:</b> Further Questioning</p>	<p>Students will respond to a google form survey what ideas they have about using sensory details in their narrative of choice.</p>

**Technology Integration**

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology</p>	<p><b>I chose to include Inspiration 9 and Google Forms in this lesson because they provide opportunity to keep information organized and kept in one place.</b></p> <p><b>Inspiration 9 works well with mind maps and reading maps like the ones they will make in this lesson.</b></p>
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<p>selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p><b>Google Forms is an easy way for me to collect and store information and assess whether the students are understanding or not.</b></p>
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**Accommodations/Modifications**

<p>How might I <b>modify</b> 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>.I will provided students with Spanish versions of the reading.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I will provide some pieces pre-highlighted</p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Repeat directions to check for understanding</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Observational Assessment</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Google form response Survey</p>

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>Herbert Thelen developed group investigation.</p>
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**Lesson Reflection/Evaluation**

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