**Name: Susan Abshier**

Lesson Plan: Video Planning

**Learning Segment Focus: Speaking Skills, Reading Personal Narratives**

**Lesson 1 of 1. Topic Speaking: Reading Personal Narratives Date: NA Grade: 6th**

**Student Outcomes**

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| Specific learning **objectives** for this lesson. | Students will compare and contrast written narrative to spoken narrative.  Students will analyze personal and peer presentations. |
| Justify how learning tasks are appropriate using examples of **students’ prior academic learning**. | Students have written their personal narratives and have learned the importance and impact on other people of telling a story. Students have compared and contrasted book and movie version of memoir “Fish Cheeks”. |
| Justify how learning tasks are appropriate using examples of **students’ personal, cultural, linguistic, or community assets**. | Students are writing stories from their lives which include diverse experiences. Stories may include a variety of cultures holidays, experiences, customs, family dynamics, and values. |

**State Academic Content Standards**

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| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | SL.6.5 Multimedia is a technique in which several media are employed such as the combining of sound, video, and text for expressing ideas.  SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  L.6.3.B Maintain consistency in style and *tone.*  SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. |

**Key Vocabulary**

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| --- | --- |
| What **vocabulary terms/content specific terminology** must be addressed for students to master the content? | **No vocabulary necessary** |

**Academic Language Support**

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| 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?  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)?** | Students will share physical copies of their narratives for those who need a to read it while they listen to the recordings. |

**Materials**

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| Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Example Video  White board  Expo markers |
| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | Phones/iPads/computer with webcam  Individual Headphones  Access to personal narrative (print or electronic)  Quiet space to record |

**Lesson Timeline with Instructional Strategies & Learning Tasks**

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| --- | --- | --- |
| **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)** |
| 2 minuets | **Introduction**: Explain what we are doing. | Remind Students that they have their published draft of the narrative.  Remind Students that our goal for the end of our Unit is to create a video of them telling their narrative with audio and images.    Explain to students we are going to practice presenting narratives and critiquing each other  Poll: Do you understand what we will be doing? Any questions? |
| 5 minutes  10minutes  15 minutes    10 minutes  15 minutes | **Instruction:**  Hand out paper/direct students to video  Student Reading and Discussion  Student Watch video and Discussion    Go outside and Students Record their Narratives  Analyze | Hand out copies of “My Why” by Me  And access to first draft video.  Put students into groups of 3 or 4:  Have students read “My Why” narrative   * Discuss first reactions * What did you like, not like? * What is the message of the story? * What did it make you feel? * What emotions did it portray?   \*Teacher will walk around and scaffold discussion if necessary\*  Have students watch “My Why” narrative video   * Discuss first reactions * What did it make you feel? Any differences? * What emotions did it portray? Any difference? * What words were fluctuated? * What visuals would make this stronger?   \*\*\*Ask if students need more time,   * thumbs up if read to move on * down if need more time   Students are given tie to record their narratives  Students watch, analyze, and discuss videos.   * Discuss first reactions * What did it make you feel? Any differences in reading it? * What emotions did it portray? Any difference in reading it? * What words were fluctuated?   Were there words that should be emphasized?   * What visuals would make this stronger? |
| 5 minutes | **Closure:**  Exit Ticket | Students will respond to this question as an exit ticket:   * Was watching yourself read your narrative add to your vision for your final video? How will this affect your planning? What ideas do you have about your final video? |

**Technology Integration**

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| Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the “fit”** of chosen technologies, showing how the content, instructional strategies, and technology “fit” together. | **Identify:** iPad camera/Phone Camera  **Describe:** Students can critique and analyze themselves when watching a video rather than reflecting.  **Explain:** Students can recognize things they would not otherwise noticed without recording themselves. Multiple people can add to the conversation at different times without the students having to redo the presentation.  **Specify:** Students can look back at the first video and see growth compared to the end result. It in itself is a form of assessment.  **Justify:** Taking a video and reviewing it is simple and is a good fit because it does not add too much to do. It is something kids already have an understanding of so they can focus on the content rather than figuring out how to use the technology. |

**Accommodations/Modifications**

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| --- | --- |
| How might I **modify** instruction for:  *Remediation?*  *Intervention?*  *IEP/504?*  *LEP/ESL?*  (All students who have plans mandated by federal and state law.) | Ability pairing  Physical copy of narrative  Subtitles on video  Spanish copy of narrative |

**Differentiation**

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| --- | --- | --- |
| 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.) | Ability pairing  Physical copy of narrative  Subtitles on video  Spanish copy of narrative |  |

**Assessments: Formative and/or Summative**

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| --- | --- | --- |
| 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). | ☐ Formative /☐ Summative | Poll to check for understanding of task for today |
| ☐ Formative /☐ Summative | Thumbs up check in for more time |
| ☐ Formative /☐ Summative | Exit ticket |

**Research/Theory**

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| Explain **connections to theories and/or researc**h (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.** |  |

**Lesson Reflection/Evaluation**

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| What went **well**?  What **changes** should be made?  How will I **use assessment data** for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>