**Name: Sarah Green**

# Lesson Plan Template

**Lesson Segment Focus: Animals that hatch from eggs**          **Lesson 1 of 1**

**Course & topic addressed: Reading and Science**          **Date: October 15, 2019 Grade: First**

## Student Outcomes

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| Specific learning objectives for this lesson. | |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | |
| Knowledge of students background (personal, cultural, or community assets) | |

## State Academic Content Standards

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| 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. **RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |

## Academic Language Support

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| 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? | |

## Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | **Eggs, feathers, slither, run, cheep, mammals, reptile, amphibian** |

## Materials

| Materials needed by teacher for **this lesson**. | Projector<br>PowerPoint EBook |
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| Materials needed by students for **this lesson**. | Access to EBook |

## 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. |
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| 5 minutes | **Introduction**:<br>I will begin the lesson by opening up a discussion with my students about what is a mammal, reptile, amphibian and where do they come from. | I will be asking questions for my students to answer that include what is a mammal, what is a reptile, what is amphibian, and where do they come from. Students will raise their hand if they want to contribute to the discussion and I will call on them to answer. Other students will then build on the answers by giving an example of each animal. After the discussion has taken place I will then transition into the EBook called Eggs. |
| 10 minutes | **Instruction:**<br><br>For this part of the lesson I will read the EBook to my students. | I will put the PowerPoint on my computer and then project it onto the board to where the students are able to see it and read along. While reading I will also call on some students to read aloud to the rest of the class. |

| 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 | **Closure:**<br>At the end of the lesson I will ask my students what they thought about the story. | I will ask the students a few questions about the EBook PowerPoint to be able to see what they thought about it. Students will raise their hand to add to the discussion and I will call on students to answer. I will also use the results of this discussion to determine if I could use this PowerPoint for other subjects as well. |

**Accommodations/Modifications**

| How might I modify instruction for:<br><br>Remediation?<br>Intervention?<br>IEP/504?<br>LEP/ESL? | .(try) |
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**Differentiation:**

| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I could pint this EBook out and have it available for students to read on their own or follow along with the class. |
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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). | ☐ Formative /☐ Summative | |
|---|---|---|
| | ☐ Formative /☐ Summative | |
| | ☐ Formative /☐ Summative | |

**Research/Theory**

| Identify theories or research that supports the approach you used. | |
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**Lesson Reflection/Evaluation**

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