

## Lesson Plan Template

**Lesson Segment Focus** Using key details to describe characters, settings, and major events in a story.

**Course & topic addressed** Reading Literature

**Date** October 23, 2018 **Grade** 1

### Student Outcomes

Specific learning objectives for this lesson.	TSW use key details to describe characters, settings, and major events in a story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	TS will use what they know about characters, settings, and major events in a story and apply it to the book <i>Pete the Cat and the Missing Cupcakes</i> by Kimberly & James Dean.
Knowledge of students background (personal, cultural, or community assets)	TS are familiar with what the terms “character” and “setting” mean.

### 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.	RL.1.3 Describe characters, settings, and major events in a story, using key details.
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### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>We will go over what the terms “character” and “setting” mean and I will ask TS different questions about each term to make sure they understand. I will then read the book I have picked out to them and ask questions as I read aloud. After I read the book we will look through a slide show I have prepared to review characters and settings from the book.</p> <p>TS will get to color some of the characters I have printed out from the story.</p>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Character and setting
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## Materials

Materials needed by teacher for this lesson.	Book I have chosen and my slide show I have created.
Materials needed by students for this lesson.	Crayons, markers, worksheets provided by me.

## 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 min	<b><u>Introduction:</u></b>	I will ask the students what a “character” is. I will ask for examples of different characters from different stories. I will ask the students what a “setting” is. I will ask for examples of different settings from different stories.
20 min	<b><u>Instruction:</u></b>	I will read the book <i>Pete the Cat and the Missing Cupcakes</i> . I will ask different questions about the story as I am reading aloud. I will show them a slide show I have created that reviews the different characters and settings from the story.
10 min	<b><u>Closure:</u></b>	The students will get to color some of the characters.

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.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I will read everything on the slideshow for the students who maybe cannot see or read what is on the board. I will repeat myself and the instructions multiple times.
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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 will scaffold the students and keep them interactive. I will ask questions and start discussions about the story we read.
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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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