

Name Sydney McClung

Lesson Plan Template

Lesson Segment Focus Opinion Writing Lesson
of _____

Course & topic addressed Writing you opinion based on a provided topic
Date 10/14/19 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to write an opinion piece about the topic provided. They will use the app Total Recall to organize their ideas and then use the organizational map to compose their paper.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	students have previously learned how to compose paragraphs and write complete sentences. They have also learned that organizing their ideas is an easy way to get started when writing a paper. They know what opinion means and have discussed their opinions on a number of topics.
Knowledge of students background (personal, cultural, or community assets)	

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.	W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.E
--	---

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?	display vocabulary on the white board for students to refer to at any time and provide visual and verbal directions
--	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Students will be reminded of vocabulary like paragraph and opinion.
---	--

Materials

Materials needed by teacher for this lesson.	access to total recall app, paper for students
Materials needed by students for this lesson.	pencil and ideas about the topic

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

t of Time	ng & Learning Activities	e what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	I will begin by reminding students of the definitions of paragraph and opinion. Then I will pass out papers for them to write on and ask them to get out a pencil. Then I will pull up total recall and teach the students how to appropriately use the program for the assignment.
	<u>Instruction:</u>	Then I will write on the board the topic that the students will write about. Students will then write and answer the question “what is the best food in the world.” students will then take time to compose a web of ideas in total recall and use those ideas to compose a paragraph about what the best food in the world is and why.
	<u>Closure:</u>	After students have written their paragraphs about the assigned topic, I will ask for volunteers to read their paragraphs to the class. Then students will submit these for a grade.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>(try) For students that are struggling writers they can orally present their opinion that addresses the topic at hand or simply have them write a shorter piece.</p>
---	---

Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>(try)I will provide instructions orally while also demonstrating how to do the assignment and then having the students do the assignment themselves which takes care of auditory, visual, and kinesthetic learning.</p>
---	--

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.	
--	--

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>
---	---------------------------------------

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>