**Name_____Sarah Palmer_____**

# Lesson Plan Template

**Lesson Segment Focus___Reading_____**        **Lesson ____1_____of_____1_____**

**Course & topic addressed ___English Language Arts_____**        **Date___11/13/2019____ Grade____3___**

## Student Outcomes

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|---|---|
| Specific learning objectives for this lesson. | Learn new words used in the e-book to add to our word wall |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students have learned previous word wall words |
| Knowledge of students background (personal, cultural, or community assets) | Students are fluent readers who can all read on grade-level |

## 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. | **RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |

## 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? | I might use a dictionary and thesaurus to look up words to be able to tell students the exact definition |

## Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | **Wallow,** |

## Materials

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| Materials needed by teacher for **this lesson**. | Computer, Powerpoint |
| Materials needed by students for **this lesson**. | Pencil, word journal |

## 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 minutes | **Introduction**: | I will review our previous word wall words with the class. I will then pull up the E-Book Let's Have a Snow Day |
| 20 minutes | **Instruction:** | We will read through the e-book together. When we come to a word that we do not know yet, we will stop and look the word up in the dictionary. We will write down the word, definition, and two synonyms for the word in our word journal. We will continue for each word we do not know throughout the book. |
| 15 minutes | **Closure:** | After we have read the book, I will have student do a creative writing prompt using the words we just added to our word journal. |

**Accommodations/Modifications**

| How might I modify instruction for:<br><br>Remediation?<br>Intervention?<br>IEP/504?<br>LEP/ESL? | For remediation, I would repeat this activity with a different e-book of a lower level with a small group of students. We would talk about words we do not know and look up definitions. We would talk about the definitions of the words and break down the definitions even further to attempt to fully understand the words we do not know. At the end, I would have students try to use the words in a sentence, and then I would try to have them use the words in a creative writing prompt. |
|---|---|

**Differentiation:**

| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I would be sure to write the words, definitions, and synonyms of the words on the board for visual learners. I would be sure to read all of these for auditory learners. |
|---|---|

**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 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;

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