

Name Annie Shaw

Lesson Plan Template

Lesson Segment Focus Summarizing a text and determining the theme of the text.

Lesson 2 of 2

Course & topic addressed Language Arts: Summarizing

Date 1-31-2019 Grade 6

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none">• Provide an objective summary of text read.• Determine a theme of a text and how it is conveyed through particular details.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In the previous lesson, the students have read the first chapter of Hatchet and have made an Inspiration map where they answer questions about the text and cite information from the text to answer the questions.
Knowledge of students background (personal, cultural, or community assets)	Students will have to read grade level texts; will have to be able to analyze situations; how to use a Chromebook; and know how to use Inspiration.

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.6.2 Examine a grade-appropriate literary text. <ul style="list-style-type: none">• Provide an objective summary.• Determine a theme of a text and how it is conveyed through particular details
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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?	Students will have a word wall that they can look back to for academic language used during the lesson, to have been created in a prior lesson. For ELL students, the word wall will include cognates for the words used. There will be tiered learning words available for students not at grade level for reading/spelling.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Theme; Summary; Objective; Subjective; Analyze; Information.
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Materials

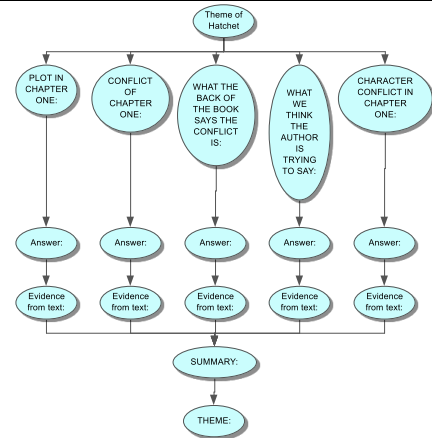
Materials needed by teacher for this lesson.	Laptop/Computer + Inspiration
Materials needed by students for this lesson.	Laptop/Computer/Chromebook + Inspiration

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

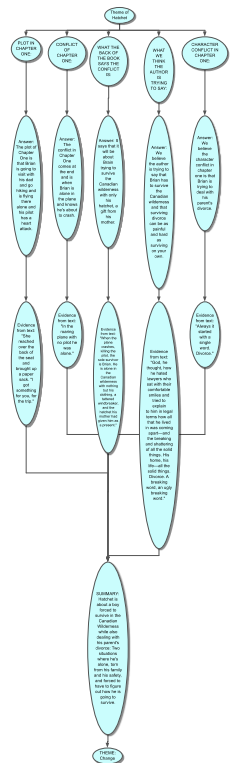
Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	I will begin the lesson by asking the students what they thought about the last chapter that they read. “Answer the question in your heads,” I will tell them. I will then have the students stand up and gather into a large circle. Then, I will have the students each say what they liked most/disliked about the first chapter. Once everyone has said something, I will have the students sit back down. (This is to have them stretch a bit and to get their minds thinking about the chapter they read.) This should take roughly five minutes.
	<u>Instruction:</u>	<p>Here, I will start by handing out copies of Hatchet (either the book or a printed out version of chapter one) to the students. I will ask them to look over the first chapter but not to read it. I will give them five minutes to look over the chapter again.</p> <p>Once they have done that, I will write on the board: “THEME: BIG IDEA”. We will have gone over theme in a previous lesson, and I will summarize it again by explaining that, “Theme is the big idea of a text. As we went over last week, to find the theme of a piece of fiction we need to identify what we’re reading, what the plot is, what the conflict in the story is, and what we believe the author is trying to say.” I will explain that once we finish the entire book of Hatchet, we will determine the</p>

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.
		<p>theme once again, but for right now we are going to try predict what the theme will be.</p> <p>I will partner the students up in groups of two or three.</p> <p>I will have the students take out their Chromebooks and open up Inspiration. They will be asked to start a new Diagram and type “Theme of Hatchet” in the main idea box. Then I will have them create five subcategories that they will link to Theme of Hatchet. These will be “PLOT IN CHAPTER ONE:” “CONFLICT OF CHAPTER ONE:” “WHAT THE BACK OF THE BOOK SAYS THE CONFLICT IS:” “WHAT WE THINK THE AUTHOR IS TRYING TO SAY:” and “CHARACTER CONFLICT IN CHAPTER ONE:”</p> <p>I will then have the students answer each subcategory and link their answer to the subcategory.</p> <p>From there, the students will be asked to link evidence from the text to their answer.</p> <p>Once finished with all that, I will have the students create a new symbol that says “Summary”. The students will then summarize all the information they have written in that symbol.</p> <p>Then, the students will create one last symbol that says “Theme” and they will write in that what they believe the theme to be based off the evidence they have collected.</p> <p>It should look like this before everything is filled in:</p>

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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After everything has been filled in, it should look like this:



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.
	Closure:	To close out the lesson, I will have the students email their work to me. I will then print out what they have created and hang it up on the wall.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.For students who need extra help, the groups can be larger. The assignment can be modified by having textual evidence already cited and the students just filling in what they believe the text means. The assignment can also be modified by inclusion of prompting questions such as, “Do you believe the story is about divorce? Do you believe it is about survival?” For ELL students, they will have a cognate list available to them for words that are harder for them to understand.
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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 turn the assignment into something they all complete on their own, make it a larger group assignment, or shorten the assignment to the students simply writing a statement on paper about what they believe the story will be about and what they think the theme could possibly be, choosing from a few options (“Divorce” “Survival” “Change” etc)
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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	Summative: The students will turn in their assignments. They will receive full points if they have completed all of the required fields and if they have cited all evidence.
	<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>;
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