

Lesson Plan Template

Lesson Segment Focus Citing information from textLesson 1 of 2Course & topic addressed Language Arts: Textual EvidenceDate 1/29/2019 Grade 6th

Student Outcomes

Specific learning objectives for this lesson.	For students to cite textual evidence from text For students to analyze the text and to draw inferences from said text For students to be able to write a paragraph that draws inferences and cites textual evidence.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students prior lessons will have been on how to cite text.
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.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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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?	Cite; Analyze; Infer; Evidence; Summary; Decipher.
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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 introduce the students to the story HATCHET (By Gary Paulson) by asking the students if they've ever been outside in the wild or if they have been camping in the woods before. Expected responses are "I go camping with my dad!" or "My family and I go hiking sometimes." Or "I've never been in the woods." Response time would be no more than two minutes. After their initial responses, I will ask the students, "What would you do if you were lost in the woods?" I would give the students five minutes for discussion with a partner.
	<u>Instruction:</u>	<p>The students will silently read along to the first chapter of Hatchet while I read aloud. (It is roughly 6 pages.) We will have fifteen minutes set aside for this initial reading and students will each have their own copy of the chapter (in printed paper or book format). Once we have finished our initial reading of the first chapter, I will ask the students what they thought of the chapter. Questions include: "What do you think Brian was so upset about?" "What do you think will happen next?" "Do you think the hatchet will be important to the story?" The students will be asked to get in groups of two or three.</p> <p>The students will be instructed to get out their Chromebooks and open up Inspiration, which we would have gone over in the first weeks of class.</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>I will instruct them to open up the Inspiration template “Vocabulary Word”. Where the word goes, I will instruct them to write “HATCHET: Chapter One”. In each strand, they will write the questions: “HOW DOES THE AUTHOR SHOW THE PILOT WILL HAVE A HEART ATTACK?” “WHAT I THINK HAPPENS NEXT?” “WHAT DO YOU THINK BRIAN WILL DO ABOUT HIS PARENTS DIVORCING?” “DO YOU THINK BRIAN WILL LAND THE PLANE?” They will be instructed to work in groups to answer each of the questions, citing from the text as they go. They will be given twenty minutes of instructional time to work on these.</p> <p>While the students are working in their groups/Chromebooks to complete the task, I will be walking around and making certain that they are completing the assignment as instructed.</p> <p>It should resemble this as they are working on it.</p>  <p>Once students have finished, they will be instructed save their work and email it to me. If students have not finished before class ends, they will be instructed to turn in what they have finished.</p>
	<u>Closure:</u>	

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.
		To wrap up the lesson, I will have the students send in their work and then I will ask them what they thought of the story. The class will end with five minutes of class discussion over the chapter, the story, and what they wrote in their Inspiration pages.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.If the students are able to complete the lesson on their own, they will not work in groups. If needed, the students may write theirs in their native language. If students need more time to work on the project, it will be split between two 50 minute class periods.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	If needed, I will work with a few students in a small group and we will do the assignment together. If students have issues writing their answers, they will be allowed to give verbal answers.
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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	Formative: Teacher will walk around the classroom as students work and check to see where students are at.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Summative: Students will turn in work. They will receive full points for giving their thoughts and citing. They have the option to gain twelve points, three for each question. If they forget to cite, they will lose three points per forgotten citation.
	<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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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What changes should be made? How will I use assessment data for next 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>;
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