**Name\_**Annie Shaw**\_\_\_**

**Lesson Plan Template**

**Lesson Segment Focus\_\_\_**Analyzing and Presenting  **Lesson \_\_5\_\_of\_\_5\_\_\_\_\_**

**Course & topic addressed \_\_\_**Structure of Text and Theme**\_\_\_\_\_\_\_ Date\_\_**3-12-2019\_\_\_\_**\_\_ Grade\_\_6\_\_**

**Student Outcomes**

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| --- | --- |
| Specific learning objectives for this lesson. | * Students will be able to present their ideas in a movie format and use details from the text to give accurate analysis of the theme, setting, or plot of a chapter, sentence, scene, or stanza |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Last lesson/assignment in a unit over Theme |
| 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; will be able to work in a group; will be able to provide objective summaries of what they have read; will be able to understand theme, setting, and plot; will have used Splice before |

**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. | SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |

**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? | 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. |

Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Theme; Setting; Plot; Presentation; Analysis; Main Idea; Structure |

Materials

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| Materials needed by teacher for **this lesson**. | Ipad + Splice |
| Materials needed by students for **this lesson**. | Ipad + Splice |

**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 ask the students this question: “If you had to summarize what theme, setting, and plot is, how would you do this?”  I would give the students five minutes to ponder this question, discussing quietly with their neighbors. |
| 35 minutes | Instruction: | I will have the students pair into groups by random—I will pick their names out of a hat and make certain there are two students in each group, three if necessary. The students will be asked to pick one of the three texts we have read from this unit. Each pair will get to choose which text they want to do the assignment over.  Then, I will give them their assignment on a sheet of paper, which will read:  You will create a video using the app Splice on your Ipad to create a movie. You will have to choose one of the texts we have read from this unit and you will have to give an answer to each of the questions below in your video. You do not have to show your face in the video but if you don’t, you will have to have interesting and relevant pictures in your place. The group can decide if they want to have just one person do the speaking or if all will speak, but the work must be **evenly divided** between group members.  Questions: What is the THEME of the text you choose?  What is the SETTING of the text you choose?  What is the PLOT of the text you choose?  Not only will you have to back up your questions with evidence from the text, but you must have a logical conclusion.  Your video must be at least five minutes long.  You may add sound effects or song to your video, but if you do, it must not be louder than you speaking.  The group will have to also turn in their notes and drafts of what they will say during the video. This will be used in your final score—take DETAILED notes and make certain that you have an OUTLINE or SCRIPT for your video. Do not ‘Wing It’.  Your score will be graded by this rubric:  Perfect (10 points): Video is five minutes long or longer; Student answers each question; Student uses examples from the text for each answer; Student has logical conclusions; Student can summarize the text they have read; there are detailed notes and an Outline or Script for the video  Almost There (5 points): The video is or is almost five minutes long; Student answers each question; Student uses examples from the text for almost every answer; Student has logical or good conclusions; Student can summarize text they have read; there are not detailed notes but there are notes  Not Quite (No points): The video is less than four minutes long; the student did not answer each question; the student uses examples from the text for at least one question; the student has reached conclusions but they are not sound; the student cannot summarize the text  If the group/student has gotten a grade of ‘Not Quite’, they will have to redo the assignment or risk having no points for this grade. |
| 5 minutes | **Closure:** | I will have the students sign an exit slip before they leave the classroom. If needed, they will use the next day of class to finish their assignments. If not, the next day will be their day to present. |

**Accommodations/Modifications**

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| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | .For students who are ELL, I will have a word wall with cognates. For students who are having trouble understanding the differences between these definitions, I will give them more direct instruction time. I will also have students who require it a worksheet that scaffolds what Point of View is in all of the different types with examples of each that they can fill out to use as notes. They may use these when taking the text. I may also give them more time to finish the Kahoot! Quiz. |

**Differentiation:**

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| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | **I could make the assignment solo and longer for students who are are GT, give more instruction time, or shorten the assignment to the students simply writing a statement on paper that answers the three questions instead of presenting it via video and have them read it to me one-on-one.** |

**Assessments: Formative and/or Summative**

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| 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** | Students will be graded on their videos by the rubric. |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

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| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

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| What went well?  What changes should be made?  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>; <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>