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

**Lesson Plan Template**

**Lesson Segment Focus\_\_\_**Point of View  **Lesson \_\_1\_\_of\_\_1\_\_\_\_\_**

**Course & topic addressed \_\_\_**Language Arts: Point of View**\_\_\_\_\_\_\_ Date\_\_**3-12-2019\_\_\_\_**\_\_ Grade\_\_6\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | * Students will be able to differentiate between the terms “point of view” and “perspective” * Students will be able to determine Point of View from text |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | First lesson in unit of Point of View |
| 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 have used Kahoot! 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. | RL.6.6 Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text. |

**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? | Point of View; Perspective; Tone; Narrative; Omniscient; Limited |

Materials

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| --- | --- |
| Materials needed by teacher for **this lesson**. | Ipad + Kahoot! |
| Materials needed by students for **this lesson**. | Ipad + Kahoot! |

**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.** |
| --- | --- | --- |
| 10 minutes | **Introduction**: | I will start the class with an animated powerpoint that has the definitions of Point of View and Perspective on them. Before the powerpoint goes to the second slide, I will ask the students:  “What does it mean to get into someone’s head?” I will give them a full five minutes to give answers.  I will then ask the students:  “Have you ever read a book that made you feel like you were inside someone’s head?” I will give them four minutes to answer. |
| 20 minutes | Instruction: | The second slide will go over First Person Point of View.  The third slide will go over Third Person Point of View.  The fourth slide will go over Omniscient Point of View.  The fifth slide will go over Limited Point of View.  The sixth slide will go over Perspective and Point of View again, giving the students the definition another time.  I will ask the students: “What was the Point of View of the last book we read?”  Then, “From whose perspective was that book?”  The seventh slide will have a short text that is written in third person Point of View.  I will ask the students, “What Point of View is this text written in? Whose perspective is this?”  The next few slides will have text from various points of views and perspectives. Once we have passed twenty minutes and I feel the students understand the concepts well enough (more time will be given if they need it and less time if they understand it faster, all depending on the level of answers from the children), I will move on to the closing game. |
| 15 minutes | **Closure:** | At the end of the lesson I will have the students take out their Ipads. We will play a quiz game on Point of View and Perspective on the app Kahoot! I will offer the children five bonus points for whoever can get five right answers.  Question one: “What is the definition of Point of View?”  Question two: “What is the definition of Perspective?”  Question three: “\_\_\_ is a point of view that is written in the Point of View of an outsider.”  Question four: “Which of these is first person Point of View?”  Question five: “Which of these is omniscient Point of View?” |

**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 Kahoot! Quiz worth actual points and not bonus and have more questions for students who are GT, give more instruction time, or shorten the assignment to the students simply writing a statement on paper about what they believe the point of view and perspective of the story is.** |

**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 receive points for partaking in the Kahoot! Quiz and this will be used as a formative example of what they have learned in the lesson. |
| ☐ 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>