**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\_\_**3-12-2019\_\_\_\_**\_\_ Grade\_\_6\_\_**

**Student Outcomes**

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| --- | --- |
| Specific learning objectives for this lesson. | * 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) | The students will have read a short chapter book and have gone through literature circles with one another. |
| 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; know how to determine theme of text; how to use an Ipad; and know how to use Evernote. |

**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.6.2 Examine a grade-appropriate literary text.  ● Provide an objective summary.  ● Determine a theme of a text and how it is conveyed through particular details |

**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; Summary; Objective; Subjective; Analyze; Information. |

Materials

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

**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 begin the lesson by asking the students what they thought of the chapter book that we finished reading last class. I will prompt them with questions such as:  “What did you think of the ending?”  “What ending did you want to happen?”  “What changes did this character go through to get to this ending?”  “Why is this character your favorite?”  “Why is this character the good guy?” (Also see: Bad guy, supporting character, etc)  “What is the theme of this text?” “Why do you think that?”  I will then ask them what we have gone over about theme and ask the students to get out their Ipads and tell them to open up Evernote. |
| 20 minutes | Instruction: | Once they have gotten on Evernote, I will have the students get into groups of two or three. The students will be asked to brainstorm different themes mentioned in the book. They will be asked to think about character motivations, backstory, the ending of the story, the beginning, what the word ‘theme’ means, the overall story, the concepts introduced, and whatever else they can think of that would help them go over theme.  As the students work in pairs to come up with their brainstorming (I will give them five minutes to brainstorm), I will walk through the class and make certain they are working on their documents.  After the students have finished (five minutes), I will ask the students to come up with just one main theme for the book and write down a 5 sentence paragraph describing why they think that is the main theme. If they disagree with their team members, they must each write three paragraphs to describe why they disagreed and which THEY think is most likely to be the main theme. They will have fifteen minutes of class time to complete this.  Once they have finished, I will ask them to email their Evernote assignment to me for a formative assessment. |
| 15 minutes | **Closure:** | For the last bit of class, I will have the students engage in another class discussion. I will write down all of the answers for the main theme that the students came up with on the board and we will talk about which theme we think is the most important one in the story.  I will prompt this discussion with questions such as: “Why is this theme important?” “How does this affect the story?” “Could the story exist without this theme?” “How could this be different?” “Was this prominent in the story?”  I will have the students throw a purple ball around the classroom and whoever gets the ball gets to answer. |

**Accommodations/Modifications**

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| 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 love?” For ELL students, they will have a cognate list available to them for words that are harder for them to understand. |

**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 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” “Love” “Death” “Change” etc)** |

**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 | **Formative:** The students will turn in their assignments via email and I will use this as formal formative assessment to check where the students are at to determine if I need to continue working with them on Theme or if they have gotten the concept. |
| ☐ 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>