

Name Annie Shaw

## Lesson Plan Template

Lesson Segment Focus Is THAT What That Means?

Lesson 2 of 2

Course & topic addressed Language Arts: Analysis

Date 4-12-2019 Grade 6

### Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"><li>• Students will create a video that summarizes their claims</li><li>• Students will introduce and support claims with clear reasons and evidence from text</li><li>• Students will provide a conclusionary statement for their argument</li></ul>
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 understand pronouns and conjunctions, as well as basic grammar rules.

### 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.	W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly. W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1.E Provide a concluding statement or section that follows from the argument presented
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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?	<b>Analysis; Claims; Evidence; Conclusion Statement; Argument; Credible Source</b>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	
Materials needed by students for <b>this lesson.</b>	iPads—iMovie; Chromebooks--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.
5 minutes	<b><u>Introduction:</u></b>	Continued from the previous lesson;  Students will be arranged in groups based on seating chart and I will ask the students to think about a story that “everyone knows but no one really stops to analyze”. The students will be encouraged to think up a variety of different types of stories. They will be given five minutes to write down ideas on a sheet of paper.
30 minutes	<b><u>Instruction:</u></b>	Once they have finished their writings, I will have the students talk in their groups about the different stories they wrote down. They will be tasked with choosing one story from their lists. They will be given five minutes to choose a story.  Once they have chosen a story, they will be instructed to get out their iPads and the students will be tasked with creating an iMovie. They will be told to use their

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.
		Chromebooks to create an Inspiration map to help them format their ideas to make an iMovie based on their analysis of a story that they think is often not analyzed despite being popular and well-known.
15 minutes	<b>Closure:</b>	The end of the PowerPoint will require the students to watch a video over PowerPoint. I will end with this video.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.For students who need extra help, the class can play in groups and will receive points as groups instead of individuals. 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?	<b>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 the difference between simple, compound, and complex sentences.</b>
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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"/> <b>Formative</b> / <input type="checkbox"/> Summative	<b>Formative:</b> I will use their journals and check for notes.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports	
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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>; <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>