Name_____Sydney Sweat____

Lesson Plan

Learning Segment Focus_____Reading a novel and major events_____Lesson ____1____

Course & topic addressed _____ELA Reading_____Date____1/29/20____ Grade___6_

Student Outcomes

Specific learning **objectives** for this lesson.	We will focus on Character Development, plot development, and the effect that it had on the reader. This will be done through four different major events.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	In previous classes, we would cover what character development is, plot development is, and how the students feel when they read specific texts. We would also of read the book previous to this lesson, and when filling out the web, we would go back and review excerpts of major event changing parts.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Some of the major events that have happened in this book, may have a different connection to different students. This is why there is a specific section on how it effects the reader. Some students may have experience with certain events or they know people who have. This will unlock some knowledge of their background and culture that I might not of known before.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**RL.6.3 Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution**

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Development, Plot, Resolution, and Connection**

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	As a warm up, we will play a vocabulary game. This game will contain the four major vocabulary words we will need to know for this lesson. The students will be split up into four groups and they will research and discover what their word means, what are some examples, and they will then share it with the class. This will be done by creating a paper to add to the vocabulary wall they will be able to reference at any needed time. I will also use sequencing as an academic language function. This will best allow students to see how major events have an effect of the small details and events that follow.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Books- A class set of Bone Gap A class set of computers with Inspiration Construction Paper Markers
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Students will need to come to class with these materials that the teacher provides

	Computers
	The book Bone Gap
	I will give them any other materials needed.

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
15	**Introduction**: • Students will walk in and sit with their groups. • These 4 groups will be displayed on the board. • I will give each group a word and a piece of construction paper • They will have 8 minutes to define the word and give examples • The next 7 minutes will be presenting the word and hanging it up on the word wall	As the students are working in groups I will be walking from group to group observing and assessing based on who is helping, who is doing what, and are they on the right track. If a group seems stuck or can't figure examples out, I will provide them with a little assistance to get them on the right track. As they are presenting I will be encouraging and attentive while also making sure other students are listening and not seeming uninterested.
35	**Instruction:** • I will then introduce the web that they will be filling out • I will show them the template and how the vocab ties into what they will be doing • I will then show them my filled out template as an example of what I expect • They will then get their computers and books out to begin working • They will begin filling out their web for 30 minutes	I will introduce and demonstrate what I expect of them. As they begin working I will go around and answer questions, provide feedback, and assist students who I notice are struggling. When students get done with a specific section I will pair them up to review each other's assignment and peer assess. This entire time I will be assessing my students and providing assistance at the same time. When I notice students who are extremely stuck, I will refer back to my example that will be displayed on the board. If they still don't seem to know how to proceed, I can point them to different examples in the book that will give them an idea of what they are struggling on.
10	**Closure:** • Turn in assignments when finished • Help fellow classmates who aren't done yet	I will be providing feedback verbally to my students on if they need to change a specific area or if they got it all correct. I will also be pairing up students who are a little behind to those who finished early, so one can assist the other.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* IEP/504? LEP/ESL? (All students who have plans mandated by federal and state law.)	. I can modify my lesson by allowing more time to work on the assignment. This can be an extension into the next class or allowing it to be homework for a night or two. I can also read specific sections that they may use to them, or have an audio recording of it so they can reference back to the things they may need.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	I will provide a printed out a copy of my template and a printed out copy of my instructions rather than making it digital to students who need it. I will also provide the option of working with a partner who will best lead them and assist them when they need it. An outline of thought boosters will be offered to take notes that can then later be organized into the template.

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).	X Formative /☐ Summative	I will make sure all students understand what we are doing, by giving feedback as I go from student to student. This feedback will be descriptive and helpful to best benefit the student.
	X Formative /☐ Summative	I will have planned checkpoints throughout the lesson. These will be done in groups to make them as efficient as possible. After each major event is filled out, I will conduct a checkpoint.
	☐ Formative / X Summative	After each web is completed I will do a summative assessment to check to see if the students are understanding the way I teach, or if I need to adjust my teaching in any way.

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	Schema and Constructivism is the teaching theory that best fits my lesson. I will be combining both new knowledge and existing knowledge. In doing this, the students will better understand what the point of my lesson is, and the importance of it.

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Lesson Reflection/Evaluation

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-

Updated 12-17-19 NLC

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;
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Title by Author

Analyze the major events within a text and their impact upon character development, plot development, the reader and theme. Express your ideas with symbols and text, adding subtopics to expand your thinking and make connections between ideas. Use notes to add detail, include quotes from the text and/or reference examples with pages numbers. To develop your document into writing, switch to Outline View. To create a presentation, finish your work using the Presentation Manager.
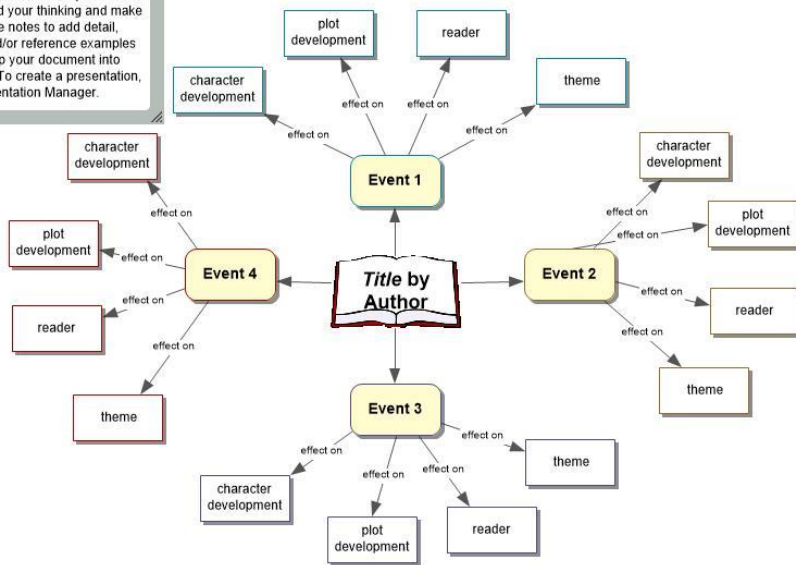
Bone Gap by Laura Ruby

Analyze the major events within a text and their impact upon character development, plot development, and the reader. Express your ideas with text, filling in the subtopics to expand your thinking and make connections. Use notes to add detail, include quotes from the text and/or reference examples with pages numbers. To develop your document into writing, switch to Outline View. To create a presentation, finish your work using the Presentation Manager.

Bone Gap by Laura Ruby

Rosa Shows up in their life
- *Character Development*: Sean becomes lively and falls in love.
- *Plot Development*: There becomes a routine and a future is evident.
- *Effect on Reader*: I grew closer to Rosa and the effect she had on the boys. I was happy for them!

The O'Sullivan's Mother Leaves
- *Character Development*: Sean had to take are of Finn and start working full time.
- *Plot Development*: This is how we learn why Sean does what he does, and why he has to take care of FInn.
- *Reader*: I was so sad for Sean. He had to give up his dream and what he was studying

The Horse Shows up in the Barn
- *Character Development*: This makes Finn more confident and it leads him to bringing Petey out of her mean outer shell.
- *Plot development*: There are adventures and unexplained magic that shows up on the nighty rides. It gives Petey and Finn both a true friend.
- *Reader*: I was happy the horse showed up. It gave Finn something that he needed and that would help him in the best way.

Finn finds Rosa
- *Character development*: Finn earns the respect that he deserves. He gets to be proven innocent for something no one believed him on.
- *Plot Development*: This is a very intense part of the plot. There is lots of action and high intense moments.
- *Reader*: I was so overjoyed! Finn took a risk that paid off!