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Lesson Plan Template

Learning Segment Focus: Language Arts

Lesson 1 of 1 Topic: Book Cover Date 5/2/21 Grade 6th

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> Students will be able to summarize what they have read Students will be able to illustrate a cover that will suit the book
Justify how learning tasks are appropriate using examples of students' prior academic learning .	<ul style="list-style-type: none"> Students will have to have read a book to complete the assignment
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	<ul style="list-style-type: none"> Students will be able to use any means to complete their assignment

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<ul style="list-style-type: none"> 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 W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	n/a
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Academic Language Support

<p>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?</p> <p>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)?</p>	<ul style="list-style-type: none"> Students will be able to practice their English on this assignment.
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Projector and example of the project
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computer, canva
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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)
5	<u>Introduction:</u>	<ul style="list-style-type: none"> • Explain to the students about what they will be doing in the project. • I will explain how students will be making their own book cover over a book they have recently read. • It will include a summary and images of what they think would go on the book cover • I will then turn on a projector to show them my example of the book cover along side the things they will need to do to complete the assignment.
40	<u>Instruction:</u> Making book cover	<ul style="list-style-type: none"> • Students will then go to canva and start making their own book cover • Students will make the book cover based on their interpretation would be for their book they have chosen. • Students will also be writing a short summary for the book cover to have.
5	<u>Closure:</u>	

		<ul style="list-style-type: none"> I will ask the students to start packing up and for them to continue on the cover as homework.
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Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<ul style="list-style-type: none"> The projector is used to allow students to see an example of the project that they will be doing. The website, Canva, is the creation site that students will be using to create their book covers.
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Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> .It is up to the student on how things are made. Since it is online, they will be able to accommodate themselves.
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Differentiation

<p>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.)</p>	<ul style="list-style-type: none"> Since it is online, students will be able to have an easier time and accommodate themselves. However, if they still need help, I will be providing for their needs.
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Assessments: Formative and/or Summative

<p>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).</p>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>The finished book cover</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>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</p>	<p>n/a</p>
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theories and/or research.	
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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/Resource11.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
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