

Name Tariane King

Lesson Plan Template

Lesson Segment Focus Reading Comprehension Lesson 1 of 2

Course & topic addressed Giraffe Problems by Jory John Date 09/01/2019 Grade 2

Student Outcomes

Specific learning objectives for this lesson.	To comprehend what is being read; to comprehend the story and all the parts and characters of a story. Also, that you should embrace the differences you have from others and how your differences may be of help to others.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have heard many stories before and they are able to ask and answer questions about details in the story; they can describe the characters, setting, and major events and now it's time to learn what the actual titles to those things are.
Knowledge of students background (personal, cultural, or community assets)	The students have heard many stories told by previous teachers, their parents, and movies.

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.	<ul style="list-style-type: none">• RL.2.1 – Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in a text.• RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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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?	-I will give examples and definitions of each to help the students see what each one is and the meaning of them. I will use a chart for the children to see and they will also have a hand out for them to see the examples and practice on. -I will make sure all of my children are understanding and on the same page by walking around the classroom and asking questions. The print out given will have some examples and the children will practice on it before we begin reading the actual stories.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Structure, Story, Characters, Setting, Plot, Conflict, and Resolution
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Materials

Materials needed by teacher for this lesson.	<i>Giraffe Problems</i> by Jory John, chart/print out, projector, projector sheet for lesson (same worksheet as the children)
Materials needed by students for this lesson.	Pencil

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.
15 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> - Vocabulary 	<ul style="list-style-type: none"> - Introducing the children to the new vocabulary words for the week and giving them the meaning for all of them and giving examples. - The worksheet I made of the definitions and examples of each word will be passed out to the children. - I will have the same worksheet in projector form, so that the children can follow along with me and ask any questions. - The students will be listening, following along, and answering the questions asked to the classroom and on their worksheet.
5-10 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> - Read <i>Giraffe Problems</i> by Jory John 	<ul style="list-style-type: none"> - Read the story with the children slowly, so that they can get every detail and listen carefully. - The students will be listening on the carpet in the reading area in front of me listening.

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.
30 minutes	<ul style="list-style-type: none"> - Work on worksheet with children on the projector 	<ul style="list-style-type: none"> - I will have a copy of the worksheet I gave the children in projector form and I will ask the classroom questions and pick a student to answer each question and write the answer on board, after going over if it is right or not. - We will refer back to the definitions of the vocabulary words, if needed.
10-15 minutes 10-15 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> - Review of the lesson - Review of the life lesson 	<ul style="list-style-type: none"> - I will have the children turn over their worksheets and I will turn off my projector; I will ask the children questions over the vocab words, such as “What are characters?” - Ask the children what they have learned from the story and what differences do they feel they have and how can their differences help any of their fellow classmates or anyone.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>.(try)</p> <ul style="list-style-type: none"> - I can go over the vocabulary words and the concept of the lesson plan with the child or children before class, so that they may get a head start if they need to understand better. - Add visuals for the children to help with their learning.
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>(try)</p> <ul style="list-style-type: none"> - Visuals - Pre-teaching - Meeting with the specialist before the lesson is taught in class, so that they can go over it with the child also - Share my lesson plans and activities with the specialist, so that she may be able to help and give tips on modifications for myself
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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"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports 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>