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## Lesson Plan Template

Lesson Segment Focus: Details in Stories

Lesson of 2 of 2

Course & topic addressed: English Language Arts

Date: 10/15/19

Grade: 1<sup>st</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to correctly use illustrations and details from the story to describe the characters, setting, or events from a certain story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will learn in previous lessons how to describe the setting, along with the setting, and the major events that occur using details specifically from key details.
Knowledge of students background (personal, cultural, or community assets)	

### 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.	RL.1.3 Describe characters, settings, and major events in a story, using key details.
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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?	In order to assist the students, I will place the key vocabulary on the white board, or smart board, so that students can refer to it whenever they are completing their assignment over the standard.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"><li>- <b>Character</b></li><li>- <b>Setting</b></li><li>- <b>Detail</b></li></ul>
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## Materials

Materials needed by teacher for this lesson.	- 'The Clubhouse' A book by Bruce Larkin ( <a href="https://www.wilbooks.com/free-online-books-first-grade-2nd-half">https://www.wilbooks.com/free-online-books-first-grade-2nd-half</a> )
Materials needed by students for this lesson.	- iPad - Picture from 'The Clubhouse'

## 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.
	<u>Introduction:</u>	First, I will introduce the short story to the students. Instead of reading it to them, I will provide them with the title of the book. I will ask the students what they believe the story could be about. After this, the students will retrieve their iPad from the area where they are kept and sit down in their group.
	<u>Instruction:</u>	After retrieving their iPad and sitting back down in their group, the students will open their 'Explain Everything' app on their iPad. I previously will have loaded a picture from 'The Clubhouse.' Students will open the app and see the picture on their screen. I will explain to them that using the picture, they must describe the characters and the setting they are in, along with what they believe will happen throughout the story. Using the app, the students will be able to type using text boxes and draw on the picture to describe the characters and setting. They will also be able to use text boxes to describe what they believe will occur through the story. After completing each of those, the students will discuss in their group each thing they added to their picture.

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.
	<b>Closure:</b>	After the students discuss their picture, we will gather on the carpet and actually read the book aloud. The students will see the rest of the pictures from the book, and as a class, we will come to a conclusion by editing the picture as a class on the board, coming up with the correct answers together.

#### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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#### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
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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>