

Lesson Plan Template

Lesson Segment Focus: Retell the sequence of events of the story “The Three Little Pigs” including key details

Lesson 1 of 1

Course & topic addressed: Identify key details, main characters, and Retell the story of “The Three Little Pigs.”

Date 3.5.19 Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will retell the main events and key details of “The Three Little Pigs.” Students will identify main characters within the story, and be able to compare and contrast the characters from one another.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	
Knowledge of student’s background (personal, cultural, or community assets)	Knowing if the students have ever had this story read to them before will help me as the teacher to get an understanding of how well they may already know the details of the story.

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.	<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With Prompting and support, identify characters, settings, and major events in the story.</p> <p>RL.K.9 With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p>Characters: the people who are in the story. Example: the three little pigs, the wolf</p> <p>Major events/key details: big things that happened during the story. Example: the wolf blew the pigs house down</p> <p>Compare: how something is the same</p> <p>Contrast: how something is different</p>
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Materials

Materials needed by teacher for this lesson.	<p>“The Three Little Pigs” book</p> <p>The code for students to scan for retelling activity</p> <p>Worksheet for coloring activity</p> <p>iPad</p>
Materials needed by students for this lesson.	<p>Each student will need:</p> <p>iPad</p> <p>Colors</p> <p>Scissors</p> <p>Glue</p>

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.
10 min	<u>Introduction:</u>	I will start by gaining my students attention, and asking them to move to the story time carpet one table group at a time. Once all students are quietly sitting on the story time carpet, I will show them the book. I will ask them “has anyone ever read this book? Next, I will ask “what do you think is going to happen in the book?” (this is only based off the cover.) I will give them time to discuss with their neighbor what they think is going to occur during the book. I will ask 2 people to share what they think is going to happen.
20 mins	<u>Instruction:</u>	I will begin to read the book. As I read, I will stop, and ask questions about what happened, and what they think will happen next. After I finish the book, I will begin by asking the students series of questions “what is the very first thing that happened” “what happened second?” and “what happened last” “How do you think the 3 little pigs felt when the wolf blew their houses down?” “Why do you think the wolf did that?” “How

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.
	Asking questions and discussion Technology/website practice Coloring activity/assessment worksheet	<p>do you think the wolf felt?” as the students are answering these questions, I will be writing their responses down on an anchor chart.</p> <p>I will then ask the students to compare and contrast how the characters were feeling. By asking “How are the pigs the same? “how are they different?” “how are the pig the same as the wolf?” “How are the pig different from the wolf?”</p> <p>Next, I will have the students move back to their tables and ask them to get out their iPad. I will provide them with a code scanner that will take them to a website to practice retelling the sequence of events in the story by illustration.</p>
20 mins	<u>Closure:</u>	<p>Once the students have had plenty of time to practice I will pass out a coloring activity worksheet, and ask them to get out their colors. This activity is a sequence card activity that they will color then they will place in order of occurrence with assistance from me. The assessment will include me asking each student what happened first, second, last based on the sequence cards, and the story. They will have to color, cut, and paste the events in order.</p>

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	more one on one instruction with the code scanner activity. For the assessment activity work with the student
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Differentiation:

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