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# Lesson Plan Template

Lesson Segment Focus: Literary Genres

Lesson 1 of 5

Course & topic addressed: Day 1 of 5 topic addressed- the literary genre: Fiction VS. Nonfiction

Date: 4.2.19

Grade: Kindergarten

## Student Outcomes

Specific learning objectives for this lesson.	The objective for this lesson is for students to develop knowledge and understanding of fiction books VS non-fiction books.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	After day 1, students will have an idea of what a genre is. Moving forward with other genres on days 2-5 student's basic knowledge of what literary genres are will help them better understand.
Knowledge of student's background (personal, cultural, or community assets)	Some students may already know what genres are. Some may not. As the teacher, knowing this personal information will assist you at the beginning of the lesson to know what level of understanding your students are.

## 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.	<b>RL.K.5. Recognize common types of text (e.g., storybooks, poems).</b>
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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?	
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## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Genre</b> <b>Fiction</b> <b>Non-Fiction</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	
Materials needed by students for <b>this lesson.</b>	

## 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.
	<p><b><u>Introduction:</u></b></p> <p><b><u>10 mins</u></b></p>	<p>Introduce students to the idea of “Genre” by showing a video that generally discusses genres. After video, ask students, “Can anyone tell me what a genre is?” “Genres are categories of things that are similar or have the same style of information.” **students will say this is more student friendly terms. I will then start giving examples of music genres. I will play different type of songs (a country song, Hip hop song, etc.) to show the students. Next, I will say “so we know that music has different genres, can anyone tell me something else that may have a genre?” I will tell the students to discuss for 1 minute with their group. I will ask one group to share what they talked about or until a group says books. Once a group says books I will then share the genres “fiction” and “non-fiction.” I will tell students that fiction and nonfiction are both two different genres</p>
	<p><b><u>Instruction:</u></b></p> <p>15 mins</p>	<p>First discuss the genre “fiction.”</p> <p>Teacher will have the word “genre” on an anchor chart. Next, I will draw two lines from the word genre and then first write the word “fiction”</p> <p>Show a video that discusses the genre fiction:</p> <p>After the video ask students “can someone tell me something that makes a book be considered in the genre fiction?”</p> <p>Teacher should be looking for responses:</p> <p>“a story that is made up”</p> <p>“there are characters”</p> <p>“animals talk”</p> <p>If the students do not volunteer this information begin to ask are fiction books true? Etc.</p> <p>As they are giving these answers, I will add them to the anchor chart.</p> <p>Next, I will read the students a book that is considered “fiction” while reading I will ask student questions that point out characteristics of a fiction book.</p> <p>Book: The Rainbow Fish</p> <p>.</p> <p>Next, we will discuss the genre “Non-Fiction”</p> <p>I will have the word “non-fiction to the anchor chart.</p>

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 mins	<p>I will show a video that discusses the genre “non-fiction”            After the video I will ask student “can someone tell me something that makes a book be “non-fiction”            Teacher should look for responses:            “it teaches us something”            “It is true”            If students do not volunteer this information I will begin to ask “are nonfiction books true? Etc.            As they are giving these answers, I will add them to the anchor chart.            Next, I will read the students a book that is considered “non-fiction.” While reading I will ask the students questions that point out characteristics of a non-fiction book.            Book: Something fishy.</p>
	<b>Closure:</b> 10 mins	<p>As a closure I will assess the students’ knowledge of fiction Vs. Nonfiction by giving them a worksheet that we will complete together as a class. I will let them tell me the answer. I will only be a resource for them during this time. This is for me the assess their knowledge.</p> <p>Assessment worksheet: <a href="https://ecdn.teacherspayteachers.com/thumbitem/Compare-Fish-Fiction-vs-Nonfiction-1552325-1500875400/original-1552325-1.jpg">https://ecdn.teacherspayteachers.com/thumbitem/Compare-Fish-Fiction-vs-Nonfiction-1552325-1500875400/original-1552325-1.jpg</a></p>

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?            Intervention?            IEP/504?            LEP/ESL?</p>	<p>.</p>
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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>	
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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>