

2-Page Lesson Plan

(Video from Dr. Donovan about how to use this template; [example](#) blog; example [lesson](#))

□read something, □write something, □speak to each other, □move their bodies

<i>Pedagogical Content Knowledge Informing the Lesson, 1-page</i>	
Teacher: Kampbell Kopera	Class Name: Tutoring Session Four (CIED-4473)
Unit Title: Tutoring Session Four	Date: November 5th, 2024
Materials: Notebook, pens, pencils, computer, Beers text, and just YA book	Co-teaching model (if applicable): N/A
SMART Learning Goal : The student will be able to analyze the short story to understand the setting, plot, characters, etc.	Learning Theory : Constructivism Learning Theory
State Standards : Standard 3: Critical Reading and Writing & Standard 4: Vocabulary Social Justice Standard : Diversity Anchor Standard	Instructional Strategy Family : For this lesson, the instructional strategy I will use is independent study and instructional/cooperative learning to address the goals of learning important focuses of the text and get the main points of the text.
Content Focus : Determining the text's central idea and purpose, and reading while understanding challenging texts that build knowledge.	Learning Activity & Environment: Before Reading: Knowledge Rating Chart During Reading: Sketch to Stretch After Reading: Book, Head, and Heart
Connection to prior learning: In the last session, we learned about connecting figurative language to our text. Then, we learned about annotating to identify the main idea, the characters, and the theme. This guided us to the next lesson.	Possible Misconceptions to Surface: The main idea of the short story and to not get the story's point. Why did the author create this story?
The rationale for this lesson's need for baseline data: Baseline data from the reading assessment indicates students' needs are ready for a more challenging text, for example: "My Jam Jar Ghost", instead of "easier" poetry, I decided to up the reading level for this session.	Transitions/Expectations to Support Classroom Management : I will use the slides to help transition into the different activities, and I will be timing our session. Each activity will represent the time and when to complete the activity. I will be guiding the session to control the lesson.
Tier 3 Vocabulary : Nonchalant Unraveling Pedigree inquires	Focus Students Differentiation : 1. Dyslexia : 2. Trauma-Informed : 3. Emergent bilingual (WIDA):
Tier 2 Vocabulary : Opaque Wriggled Outcast	Purpose for Technology SAMR: The student will need technology to access the slides for the tutoring session as well to access her digital notebook. Since I have chosen to do the reading activities, she will need to access her notebook again.
Resource(s) that informed lesson: "When Kids Can't Read" (Beers) and "Just YA" (Donovan)	

Instructional Procedures (Delete extra words in this chart to keep it to 1-page)				
Time	Purpose	<i>Steps: Write step-by-step plans so that a substitute teacher could follow them; try your best to engage in more inductive experiences for more critical thinking (Deductive: Teacher introduces and explains concepts, then students practice; learning moves from general principle to detailed facts; Inductive: Involves a process whereby an educator provides examples or a model is given, and a rule is therefore determined or inferred by the students)</i>	<u>Questioning:</u> Prewrite questions you will ask students to engage critical thinking about the content and for participation.	Co-Teaching: Who is doing what?
		BEFORE READING Goal (Beers, p. 83)		
	Routine of choice reading or writing with learning focus: e.g., write-in with topics related to content; interactive reading with content focus like characterization	Write-in activity and Knowledge Rating Chart The teacher will guide the student in inspiring knowledge for the write-in. This will help start her inspiration for reading.	Why do you think these topics were picked for the write-in? Do you have any questions for me before we start?	Both student and teacher will complete the write-in, and both will share.
	Communicate Learning: Describe and explain the concept and skill goals. "We are going to share ideas by doing a learning activity called.... Our thinking goal is... Our skill goal is... Today, we are going to uncover what's up with	After the write-in, we will do our knowledge rating chart. This activity will be completed in her digital notebook as a chart.		The teacher will explain what this is, and the student will complete it in the digital notebook.
		DURING READING Goal (Beers, p. 108 p. 126-8): The students need help with....		
	Guided practice: how will you monitor students as they practice; what vocabulary will they apply; what specific skills are you looking for; what misconceptions will you clarify; how will you track who you've checked on	Sketch-to-stretch activity, the teacher will provide scenes from the text for the student to pick from. The student will need a sheet of paper and a pen to sketch.	Why did you pick this scene? Did this activity help you better understand the text?	The teacher will provide selected scenes for the student to sketch. The student will sketch and share with the teacher.
		AFTER READING Goal (Beers, p. 136): The students need help with...		
	Independent practice: what will students produce to show they met the learning goal here; assignment, performance, spidermap, checklist	Book, head, and heart, this will help the student better understand the text with three main questions provided by the teacher.	What surprised you? What did you learn about yourself while reading? What challenged your reading?	The teacher will provide three questions for the student to answer.
	<u>Optimistic Closure</u> to reflect on the essential question, learning goal(s) or allow forward thinking: How will you know all	Student will be completing a form to close out our session.		The student will complete a google form to close out the

	students made progress or created something? (Now return to your journal and write... or share out what you might do if...]			session provided by the teacher.
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