Project IMPACT: Co-Teaching Lesson Plan Template

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| Date: Title: Chapter/Section: Lesson Location: | | | | | | | | | |
| **Content – Desired Results** | | | | | | | | | |
| [General Standard](https://files.nc.gov/dpi/documents/curriculum/languagearts/scos/extended-k12_2010.pdf): | | | *CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development;* ***summarize*** *the key supporting details and ideas.* | | | | | | |
| [Extended Standard](https://files.nc.gov/dpi/documents/curriculum/languagearts/scos/extended-k12_2010.pdf): | | | RL.3.2 Associate details with events in stories from diverse cultures.  RL.4.2 Identify the theme of a familiar story, drama or poem.  RL.5.2 Identify the theme of a story, drama or poem. | | | | | | |
| Learning Targets(s): | * Summarize * Sequence | | | | | | | | |
| Lesson Objective-Whole Class: I can summarize important details of… | | | | | | | | | |
| **Product – Assessment Evidence** | | | | | | | | | |
| Performance Task | What behavior or product will students create, develop, or show to determine if they were successful with the lesson? | | | | | | | Data Collection: *(Match to objective)*  Between 3-5 details, in correct order.  Able to follow conversation task analysis. | |
| **Target Product:**  *Modified Product:* | T and T with partner and give 30 second chapter summary  Can choose from the text or a bank, events from the chapter; share events (in order) to partner | | | | | | |
| **Method – Learning Plan** | | | | | | | | | |
| Story and Content Vocabulary:   * summary : a short version of a long story * summarize : retelling the important details of a story, chapter, or book. | | | | | | * Event : something important that happens story, chapter, or book * Word : Definition * Word : Definition | | | |
| Suggested Strategies and Tools for Instruction:  System of least prompts for comprehension  Graphic organizer  Technology-aided instruction: \_\_\_\_\_\_\_\_\_\_  Response cards needed: \_\_\_\_\_\_\_\_\_\_  Communication Board(s): \_\_\_\_\_\_\_\_\_\_\_\_\_  Word bank\_\_\_\_\_\_\_\_\_\_  Sentence Starters | | | | | | Model, Lead, Test (I do, We do, You do)  Click or tap here to enter text.  Click or tap here to enter text.  Click or tap here to enter text.  Click or tap here to enter text.  Click or tap here to enter text.  Click or tap here to enter text. | | | |
| Support Staff | | * SLP | | * OT | * PT | | * Acad. Facil\_\_\_\_\_\_\_ | | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Lesson Activities Map | Materials Needed |
| 1. Review information from prior lessons    1. Draw students attention to ‘background’ information important to current text (i.e.; anchor charts, personal connections, etc)    2. Review Story Map (if applicable) and all pieces that have been added thus far [Characters, setting, sequence of VIP story events, all repeated lines to this point] 2. Teach vocabulary through Constant Time Delay 3. Read Text.  * Identify \*key\* events:   * Questions related to \*key\* events:  1. Chapter Summarizing activities (choose 1):    1. At the end of the chapter provide students with 5-7 events from the chapter in sequential order; 2 events do not occur in \_\_\_\_\_\_\_\_   -Tell students that only 3 or 5 events took place and to find which events happened in \_\_\_\_\_\_\_\_\_\_  -Have students search in chapter for each event. Place a check next to the events they find. **Increase Rigor**  -Have students select the events that occured in the chapter. If they are unsure, prompt students to refer back into text.   * 1. At end of chapter provide students with 3- 5 events ot of order. Have students sequence activities.  1. Group review    1. Questions for Group:    2. (Optional) Application Activity  * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. (Optional) Writing Activity * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_      1. Closure/Self-Reflection/Exit Ticket | Outline:  Where and when products/tools are used?  Who is responsible for delivering the various strategies?  Where opportunities to respond will take place? |