edTPA Lesson Plan Template (4 Page Limit)

(This template may be modified as needed to fit district or school lesson plan formats.)

Grade Level: 6th grade

Subject / Content area: English

Unit of Study: Informational Text Structures

Lesson Title: Gallery Walk

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| **Central Focus for the learning segment:** Student will apply their knowledge of text structures (description, sequence, compare and contrast, problem and solution, cause and effect) to give text based evidence, draw inferences, deepen their comprehension of a text and develop stronger independent writing pieces. |
| **Content Standard(s):** NYS CCLS or Content Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)  -RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  -RI.5.5: Compare and contrast the overall structure (e.g chronology, comparison, cause/effect, problem/solution) of the events, ideas, concepts, or information in two or more texts. |
| **Learning Objectives** associated with the content standards: Students will be able to complete a graphic organizer using textual evidence of a description in an information text. |
| **Instructional Resources and Materials** to engage students in learning**:** Plickers.com question, overhead projector, ‘Bud, Not Buddy” passages (1-10) and graphic organizers (20), gallery walk worksheet, exit tickets |
| **Instructional Strategies and Learning Tasks** that support diverse student needs. (Include what you and students will be doing.)**:**  -Bell ringer- Question and discussion (5 min)  -Introduce Gallery Walk and explain graphic organizers, expectations.  -Model passage #10  -Remind students to use the chart in their interactive notebook as a reference.  -Groups of two-three students move through passages in the gallery walk -Share: graphic organizers on overhead projector.  -Closure exit ticket: answer two questions: -What did you learn about the book “bud, Not Buddy” from the short passages? –How do text structures help you as a reader?  -Post test on text structures |
| **Differentiation and planned universal supports:**  -Using the overhead projector during modeling with help every student see how to complete a graphic organizer, meet expectations and follow directions.  -Information is presented to students in multiple means: authority-visual, interactive notebook as a reference, graphic organizer for visual learners and partner work for social learning. |
| **Language Function students will develop. Additional language demands and language supports:** In the text passage we will discuss as a group vocabulary in the passage. Students will be able to have a discussion on their learning. Ask and answer questions about the learning segment. |
| **Type of Student Assessments and what is being assessed:**   * **Informal Assessment:** I will walk around, listen and support during group and independent time, looking for each students’ ZPD. * **Formal Assessment**: Plickers question data, exit ticket, post test * **Modifications to the Assessments:** More time for students who need it. |
| **Evaluation Criteria: Completed graphic organizer with correct information and spelling.** |
| Relevant theories and/or research best practices: Zone of Proximal Development (Vygotsky), Social learning |
| **Lesson Timeline**:  -Bell ringer- Question and discussion (5 min)  -Modeling gallery walk, passage 10 (2 min)  -Grouping and explaining (2 min)  -Gallery Walk (10 min)  -Sharing graphic organizers (5-10 min) -Exit ticket (5 min) -Post test (5-10 min) |