

Lesson Plan Template

Date: 10/21/2019

<p>Grade: 5th</p> <p>Materials: uninteresting and interesting introduction examples, early explorer rough drafts, extra paper, pencils, and editing checklist</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Subject: English Language Arts</p> <p>Technology Needed: document camera, computer, and projector</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard</p> <p>5.L.2-Within the context of authentic English writing and speaking... Practice: a. Use commas and quotation marks in dialogue. b. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). c. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). Display proficiency in: d. Form and use possessives. e. Use correct capitalization overall. f. Use a comma to separate an introductory element from the rest of a sentence. g. Use underlining, quotation marks, or italics to indicate titles of works. Continually use and maintain proficiency: Refer to progression tables to see which skills are to be continued to use and practice.</p> <p>5.SL.6- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>	<p>Universal Design for Learning</p> <p>Below Proficiency: Below proficiency students will have great difficulty completing their introduction in the time given. In order to help these students, I will check in with them often and offer support.</p> <p>Above Proficiency: Students who are above proficiency will easily complete their introduction and will move quickly through editing the rest of their draft. In order to challenge these students, I would have them pair up with other students to help proofread their drafts.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will see an example of an interesting introduction on the board. • Auditory: Students will listen to instruction and each other. • Kinesthetic: Students will be up to get supplies and will be moving to find a space to work in. • Tactile: Students will be writing for brainstorming and either writing or typing to edit their drafts. 				
<p>Objective</p> <p>By the end of the lesson, students will begin to modify early explorer drafts by editing for interesting introductions, verb tense, sequencing, grammar, and punctuation.</p>					
<p>Bloom's Taxonomy Cognitive Level: Creating</p>					
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Grouping: turn and talk with neighbor • If students talk out of turn or are distracted, I will use the clap back to regain their attention. I will repeat this as many times a necessary. • Call students back from discussion with "Come back to me in 3...2...1" 	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students are seated for this lesson. • Students will not interrupt others. • Students will raise their hands to answer questions unless told otherwise. • Turn and talks should have a voice level 1. • Students will discuss with peers respectfully. • Students will transition quickly and quietly (20 seconds or less) 				
Minutes	Procedures				
3	<p>Set-up/Prep before lesson:</p> <ul style="list-style-type: none"> • I will need the Sakakawea examples of uninteresting and interesting introductions. • The projector, computer, and document camera will need to be ready. 				

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3 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none">• Who has ever read the first part of a book or an article and thought, “Wow, this is boring!”• What about that book or article made the introduction boring?• We’re going to work on the introductions of our early explorer drafts today, as well as edit for verb tense, sequencing, grammar, and punctuation.• Our main goal for this time is going to be creating interesting introductions that draw our audience in. We will have time during ELA workshop to keep working on verb tense, sequencing, grammar, and punctuation.
15 minutes	Explain: (teacher-led) <ul style="list-style-type: none">• Does anyone know what we call the part of the introduction that is interesting? (lead or hook)• Why are leads/hooks important to our writing?• I have two examples to help give you an idea of what an interesting introduction is and what an introduction that needs some work sounds like.• I am going to read these two examples about Sakakawea to you. After I read them, we will discuss what makes them interesting and what needs work. Be sure to listen closely.• We are going to turn and talk with our table groups. (Use call back to bring students back from discussion, share outs)<ul style="list-style-type: none">○ Which introduction, the first or the second, was interesting?○ Which needs some work?○ What hooked you into the interesting introduction?○ What are some ways we could improve the introduction that needs work? (Place this paragraph under document camera.)• One way to bring interest to an introduction and “hook” your audience is to use sounds like “bam, boom, clink, crash, etc.”<ul style="list-style-type: none">○ What are some sounds you can think of that could work with your explorer’s story?○ Should we always use sounds to interest people? Why or why not?• Some other ways to “hook” your audience is to use questions and interesting facts.• Out of these three ways, which was used in the interesting example paragraph?• We need to consider another very important way to draw in our audience, which is our voice.<ul style="list-style-type: none">○ What ways can we use our voice to draw in our audience?○ Give students an example using the interesting example paragraph using different voices inflections.• What are some questions that you have?• If you understand what we have talked about so far, give me a thumbs up. If you are confused, give me a middle thumb. If you do not understand anything about what we talked about, give me a thumbs down.
18 minutes	Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences) <ul style="list-style-type: none">• Alright, now that we’ve talked about some ways to make our introductions interesting, it’s your turn to craft an introduction about your explorer.• Our goal is to make our introductions interesting and unique. This means our introductions should not all be the same and should not be the exact same as the Sakakawea example.• You will have about 20 minutes of work time.• If you finish your introduction before the 20 minutes is over, it would be a great idea to have myself or Mrs. Bramblett check it out.• After having your introduction checked, you can begin working on editing your paper for mistakes in spelling, grammar, punctuation, and sequencing. (Briefly go over what these mean.)<ul style="list-style-type: none">○ Each of you will get an editing checklist to help you work through this process.○ Please staple this paper to the FRONT of your rough draft.○ A great way to check for mistakes is to read your draft quietly out loud to either yourself or a partner• What are some questions that you have?• If you understand what we have talked about so far, give me a thumbs up. If you are confused, give me a middle thumb. If you do not understand anything about what we talked about, give me a thumbs down.• When I call your table, everyone needs to grab their first draft, a sheet of paper, and a pencil. You will be writing your updated introduction on this new piece of paper. Find a workspace that you will be productive in.• How do we transition? (quickly and quietly)• If you goof around in the spot you choose or distract others, I will ask you to go work at your desk. <ul style="list-style-type: none">❖ I will be sure to check in often with E, AE, and CK.

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4 minutes	Closure (wrap up and transition to next activity): <ul style="list-style-type: none">• Raising your hand, remind me, what are the ways we talked about that can make an introduction interesting?• Raising your hand, why do we want our introductions to be interesting?• At this time, we need to get ready for lunch.• Everybody needs to go back to their desks and put their rough drafts and introductions in a safe place.• The table that shows me they are ready will get to line up first.
Formative Assessment: (linked to objective, during learning) <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection)<ul style="list-style-type: none">• Asking for clarifying questions• Thumbs up, middle, or down• Walking the classroom while students are doing turn and talks and writing their introductions• Share-outs	Summative Assessment (linked back to standard, END of learning)
Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?): <p>I thought some pieces of my lesson that went well were the initial engagement and student interaction. I could tell that I had students' attention when I first started because their eyes were on me, they were listening, and there were not any behaviors. As the lesson neared the end of the explanation, I could tell that I was losing some of them because a few had that glazed over look in their eyes and some behaviors were beginning to surface. I thought student interaction was great! Students actively participated in the turn and talks and eagerly raised their hands to answer other questions. Students were also quick to ask questions during their work time.</p> <p>My students learned how to bring facts, questions, sounds, and their voice into an introduction to make it interesting. I can tell that students learned these things because it was reflected in their questions, discussions, and work. Students asked a few clarifying questions here and there, which let me know that they were thinking about how they could best create an interesting introduction. I was able to listen in on the turn and talks and the discussions that were happening during the work time. I found the turn and talks most helpful for hearing their beginning ideas and how they were piecing together what makes a good introduction. I found the conversations happening between students and between students and myself during the work time to be the most informative. It was from these conversations that I was able to gauge where my students were at in their thought process. It was very rewarding to see the "click" and excitement in their eyes when they knew just what they wanted to say to draw in their audience.</p> <p>I was also able to tell that students learned these methods to creating an interesting introduction through my closure. I asked for students to remind me of the ways we discussed that can make an introduction interesting as well as why this was important. Students were able to correctly answer my questions.</p> <p>If I were to do this lesson again, I would make many changes. The first change that I would make would be incorporating movement somewhere. By the time I was finished explaining, my students had been sitting for too long. I think this is the main reason I was losing some of them. If I would have had an example on the board that they would have had to walk up to correct, I think I would have had higher engagement towards the end. I also should have had more examples for students to look at and analyze. I only created one interesting introduction and one introduction that needed work. My students would have benefited much more if I had more material for them to work with.</p> <p>Another thing I would change is being more specific with my expectations. I never explicitly said how they should be discussing in turn and talks or what their voice level should be. I just assumed that they would know. I also could have been more specific with my instructions with what exactly I wanted and what I did not want. I never told them how many sentences to aim for and never modeled for them how they could pull information from their texts and turn it into questions, facts, or sounds. I also did not tell them that no one was allowed to start their introduction with "Hello, my name is..." or any variation of that phrase. Part of why I had so many students trying to start their introductions that way was because I left the example that needed work up on the board. I forgot to write the interesting example on the board for reference. Because of this oversight, I had to do a lot of clarifying and correcting.</p> <p>I think assuming is at the center of my oversights. I find myself just assuming that students already know certain things. Going forward, I need to remind myself to consistently analyze what I am doing to see if I am going off of actual knowledge or assumed knowledge.</p>	

- ❖ See below for Sakakawea introduction examples and editing checklist.

Interesting Introduction:

I know the way to the Pacific Ocean. I can show you the way if you would like. My name is Sakakawea, which means "Bird Woman." I am a wife, mother, translator, and guide. This is my story.

Introduction that Needs Work:

My name is Sakakawea. Today, I am going to tell you about my life. I am well-known in North Dakota, and I went on an interesting adventure.

Editing Checklist: (check off one at a time)

___ All sentences start with a capital letter. Underline all beginning letters in red colored pencil.

___ All sentences have punctuation. Circle these in blue colored pencil.

___ A partner has read over my paper and circled misspelled words in yellow colored pencil.

___ My paper is written in past verb tense (I had, traveled, sailed, were, was...)

___ Everything is in chronological order using sequencing words from our class sequencing chart.

List five sequencing words you are using in your paper _____, _____, ... etc.

_____ Teacher's initials after checking my introduction