

**Lesson Plan Template**  
**Date: December 9, 2019**

<b>Grade:</b> 5th		<b>Subject:</b> English Language Arts	
<b>Materials:</b> Colonial Landscapes, paper, pencils		<b>Technology Needed:</b> computer and document camera	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Other (list) <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard</b> W.4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  W.5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)		<b>Universal Design for Learning</b> <b>Below Proficiency:</b> Students who are below proficiency will have great difficulty writing their journal entry. The aid of their colonial landscapes should help to get ideas flowing. In order to help these students, reach proficiency, I will help them analyze their painting for information. I will also write while E dictates, if needed.  <b>Above Proficiency:</b> Students who are above proficiency will have no difficulty writing their journal entry. In order to challenge these students, I will increase the amount of writing they need to do and will require two to three pieces of facts to be in their writing as well.	
<b>Objective</b>  By the end of the lesson, students will create a journal entry from the first-person perspective of a colonist by using a friendly letter format.		<b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Students will see my examples and will be using their paintings to inspire writing.</li> <li>• <b>Auditory:</b> Students will listen to instructions.</li> <li>• <b>Kinesthetic:</b> Students can sit wherever they would like in the classroom.</li> <li>• <b>Tactile:</b> Students will be writing.</li> </ul>	
<b>Bloom's Taxonomy Cognitive Level:</b> Creating			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• Groupings: Students will come up to the carpet in front of the white board for instruction. After instruction students may find a safe and productive place to sit around the classroom.</li> <li>• I will use callbacks to regain student attention if needed. I will repeat call backs as many times as necessary.</li> <li>• I will use countdowns to signal transitions.</li> <li>• I will let students know when they have around five minutes left of work time.</li> </ul>		<b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Students will be seated at the carpet for instruction.</li> <li>• Students will be respectful of others when they get supplies and find a place to work.</li> <li>• Students will not interrupt others.</li> <li>• Students will raise their hands to ask or answer questions.</li> <li>• During instruction, voice levels should be 0 unless answering or asking a question.</li> <li>• Work time voice levels should be a 0-1.</li> <li>• Students will transition quickly and quietly (20 seconds or less).</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep before lesson:</b> <ul style="list-style-type: none"> <li>• I will need my painting example and paper ready to write on.</li> </ul>		
<b>5 minutes</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Ask students to find their colonial landscapes and put them on their desks.</li> <li>• Ask students to put their ELA journals on their desks.</li> <li>• After both things are on their desks, ask students to join me on the carpet.</li> <li>• We are going to be finishing up what we started last Wednesday when we painted our awesome landscapes.</li> <li>• Our goal for today is going to be using our landscapes to write a journal entry from the perspective of a colonist.</li> <li>• Has anyone ever used art to help them write before?</li> <li>• I think you all will really enjoy this, especially if you have a hard time deciding what to write about.</li> </ul>		

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<p style="text-align: center;"><b>15 minutes</b></p>	<p><b>Explain: (teacher-led)</b></p> <ul style="list-style-type: none"><li>• Before we do our writing, we need to talk about some vocabulary and how to write a journal entry.</li><li>• Let's start with the vocabulary.<ul style="list-style-type: none"><li>○ Who can tell me what first person means? (Like you are writing it; uses I, my, etc.)<ul style="list-style-type: none"><li>▪ That is how we are going to be writing our journal entries today. We are pretending that we are the colonists!</li></ul></li><li>○ Has anyone ever written a journal entry before? We could also call it a diary.<ul style="list-style-type: none"><li>▪ What's the purpose of a journal/diary entry? What is the tone of the writing? (personal, honest, etc.)</li><li>▪ My grandma writes a journal entry every day! I brought a few of her entries for us to look at.<ul style="list-style-type: none"><li>• Based off of these entries, what do you suppose my family does?</li></ul></li><li>▪ Journals/diaries usually tell the reader about the author's thoughts, feelings, interests, and opinions. In my grandma's case, she records important information that my family may need to look back on.</li><li>▪ Let's also look at a journal entry written by Charles Darwin.<ul style="list-style-type: none"><li>• What person is it written in? So who's perspective is it from?</li></ul></li><li>▪ Does anyone have an idea of how long a journal should be?<ul style="list-style-type: none"><li>• It's really up to the writer! They can be anywhere from a short caption to 500-1,000 words.</li><li>• Today, our journals need to be one full page, double spaced.</li></ul></li></ul></li></ul></li><li>• Alright let's get going on how to write a journal entry.</li><li>• We are going to format it like a friendly letter.</li><li>• Has anyone handwritten a letter?<ul style="list-style-type: none"><li>○ How do you start a letter?<ul style="list-style-type: none"><li>▪ Date (For a journal, we do not need to put an address)</li><li>▪ "Dear, Name" (Greeting)</li></ul></li><li>○ How do you end a letter?<ul style="list-style-type: none"><li>▪ "Sincerely, Signature" (Closing)</li><li>▪ There are different ways to close a letter other than using "Sincerely". (Regards, Kind regards, Yours truly, etc.)</li><li>▪ You only capitalize the first letter of the first word of the closing.</li></ul></li><li>○ What goes between the Greeting and the Closing?<ul style="list-style-type: none"><li>▪ Body<ul style="list-style-type: none"><li>• Paragraphs</li><li>• Indentation</li><li>• Punctuation</li></ul></li></ul></li></ul></li><li>• I will model writing based off my landscape using a friendly letter format.</li><li>• What questions do you have?</li></ul>
<p style="text-align: center;"><b>15 minutes</b></p>	<p><b>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences) .</b></p> <ul style="list-style-type: none"><li>• We will be writing our journal entries on the next blank page of our ELA journals.</li><li>• I have a checklist for you all to follow to guide your writing process.</li><li>• Let's go through it together so we are all on the same page.</li><li>• If you need a reminder on expanding sentences, pull out your copy of the anchor chart from Friday.</li><li>• I will leave the examples on the board for your reference.</li><li>• These will be due on Wednesday.</li><li>• What questions do you have?</li><li>• Once you get a checklist from me, you may go work.</li></ul>
<p style="text-align: center;"><b>10 minutes</b></p>	<p><b>Closure (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"><li>• Alright, we have about 10 minutes left until lunch.</li><li>• Everybody please return to your desks and keep your writing and painting out.</li><li>• We are going to do some reflecting on our work!</li><li>• Do I have any volunteers to come up to show their picture and share a line of their writing?</li><li>• You can choose a friend to hold your art while you share one or two sentences from your writing.</li><li>• After you share a line from your writing, you can call on three people to give positive feedback.</li><li>• The positive feedback we give will be in the form of "I like, I think/noticed, and I wonder."</li> <li>• It's time to line up for lunch.</li><li>• The table that has their painting and writing carefully put away and is sitting quietly will get to line up first.</li></ul>

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<p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (document of student learning, data collection)</b> <ul style="list-style-type: none"> <li>• Student answers to questions.</li> <li>• Student questions.</li> <li>• Checking in with students as they work.</li> <li>• Checklist</li> <li>• Finished journal entries.</li> </ul> </li> </ul>	<p><b>Summative Assessment (linked back to standard, END of learning)</b></p>
<p><b>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>I found the writers workshop to be more difficult to teach than the artist’s workshop. I picked up from my students that writing is much more difficult for them than creating art is. I do not think my students had created a piece of writing based off their artwork before. They seemed a bit hesitant at first when they began writing. After I talked them through the process, they were more open to trying it.</p> <p>Something that went well during this part of the lesson was when I shared my grandmother’s journal entries with them as an example. They loved this. I was not expecting them to care so much about my family, but it was sweet to see. The questions they had about my family after that were sweet, too.</p> <p>Another thing that went well during this lesson was student engagement. They were involved in the lesson the whole time. I had to correct some behaviors, but that was expected. Mondays are a particularly rough day for my students, so I was impressed with their behavior not only during my lesson, but throughout the day as well.</p> <p>If I were to change anything about this part of the lesson, I would start with changing the text size of one of the examples that I brought in for them. This example was from Charles Darwin’s journal when he was exploring the Galapagos Islands. The text was small and difficult to read. I also should have just clipped a short section instead of letting them look at an entire page. We only read a short section, but seeing the rest overwhelmed my students.</p> <p>Another thing I would change would be to bring in more examples of journals from different professions. When I was explaining journaling, many boys gave me the “are you kidding me” look. I did my best to convince them that journaling is in fact, not a “girl thing.” I do not think they were sold. If I could have brought in medical journals, police journals, teacher journals, and other journals in addition to Charles Darwin, I think my students would have had a better understanding of what the purpose of journaling is. This also would have helped the boys to see that many boys journal, too.</p> <p>I would have also liked to change the way I had students go to work on their journals. Instead of giving them all the instructions at one, I think they would have done better if I had given the instructions to them a few at a time. I would have had them go pick the date they wanted to use, create their greeting with appropriate punctuation and capitalization, and then come back to me. We then would have addressed what needs to be in their body and the closing. This would have been a much more manageable way to teach this lesson.</p> <p>I would also change the way I weaved my way through the talking points of my lesson. It felt choppy to me. Having better talking transitions would have helped my lesson to have better flow and would have made it feel more natural. I always try to make my lessons feel more like a conversation than a lesson. Today, I think I missed that mark, but I am ready to try again.</p> <p>One of the last things I would change about this lesson would be the attention getter and the closure. I did not really have an attention getter for this lesson. I started with asking questions, but a better way to engage students would have been to have them participate in a short activity that would have helped them understand journaling more. I also did not have a great closure during this lesson. I brought the lesson to an end, but I did not quickly review the parts of a journal and its purpose that we had talked about earlier.</p>	

❖ See below for checklist and journal entries.

Checklist:

Journal Entry Checklist: (check off one at a time)

\_\_\_ All paragraphs are indented.

\_\_\_ All sentences start with a capital letter.

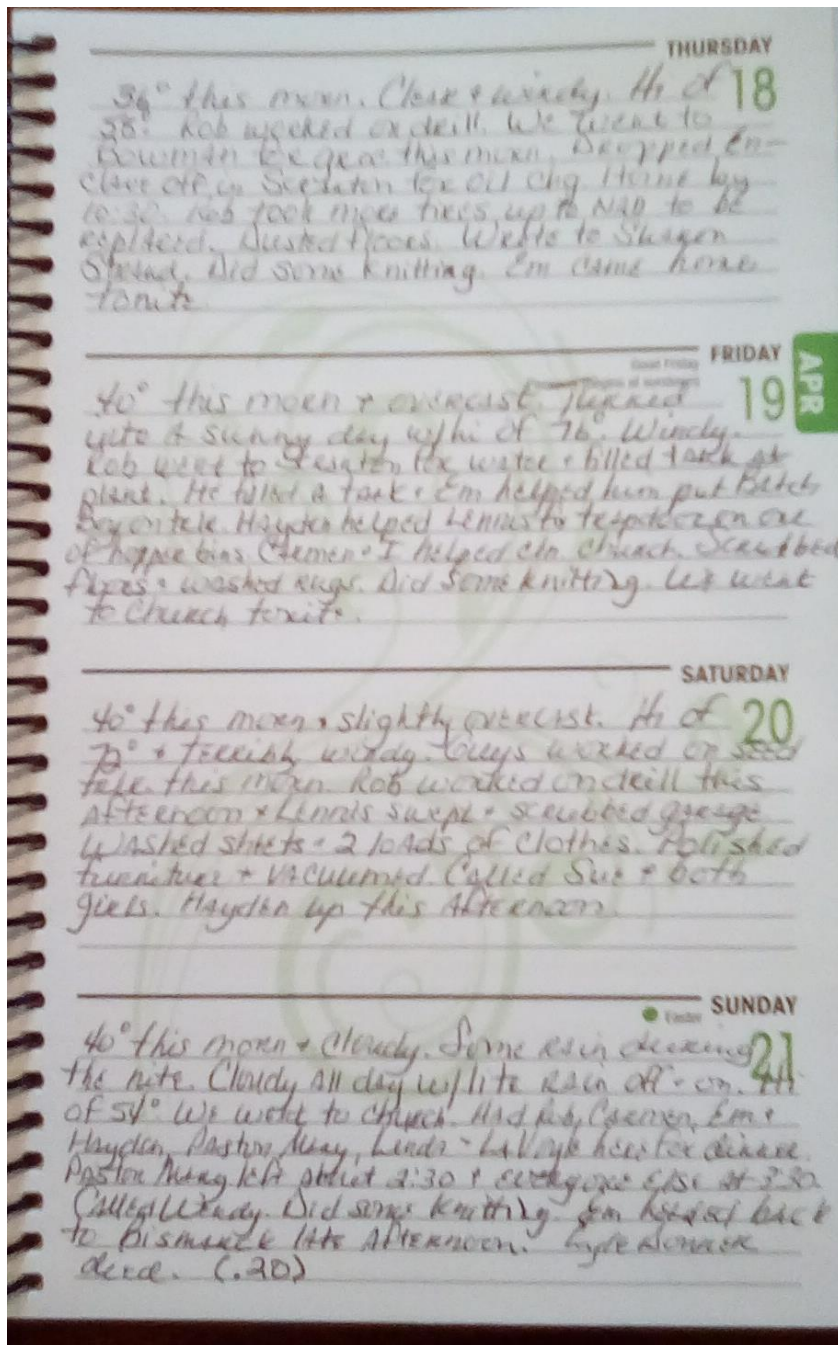
\_\_\_ All sentences have punctuation.

\_\_\_ My journal entry is written in first-person (I, we, me, us...)

\_\_\_ I used my colonial landscape painting to structure my writing.

Write your favorite sentence from your journal entry below:

Grandma's Journal Entries:



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October 11th. The Mayór-domo took us in his boat to the Salina, which is situated about 6 miles down the coast. We crossed a bare & apparently recent stream of Lava which had flowed round an ancient but very perfect Crater. At the bottom of this Crater is a Lake, which is only 3 or 4 inches deep & lies on layers of pure & beautifully Crystallized Salt. The Lake is quite circular & fringed with bright green succulent plants; the sides of [the] Crater are steep & wooded, so that the whole has rather a pretty appearance. A few years since in this quiet spot the crew of a Sealing vessel murdered their Captain. We saw the skull lying in the bushes. In rocky parts there were great numbers of a peculiar Cactus, whose large oval leaves connected together, formed branches rising from a cylindrical trunk. In places also a Mimosa was common; the shade from its foliage was very refreshing, after being exposed in the open wood to the burning Sun.

October 12th-16th [*sic, 15th?*]. We all were busily employed during these days in collecting all sorts of Specimens. The little well from which our water was procured was very close to the Beach: a long Swell from the Northward having set in, the surf broke over & spoiled the fresh water. We should have been distressed if an American Whaler had not very kindly given us three casks of water (& made us a present of a bucket on Onions). Several times during the Voyage Americans have showed themselves at least as obliging, if not more so, than any of our Countrymen would have been. Their liberality moreover has always been offered in the most hearty manner. If their prejudices against the English are as strong as ours against the Americans, they forget & smother them in an admirable manner. [47]

47. In the small diaries we find: "Whaler gave us water—extraordinary kindness of Yankeys."

16th. The weather during nearly all the time has been cloudless & the sun very powerful; if by chance the trade wind fails for an hour the heat is very oppressive. During the two last days, the Thermometer within the Tents has stood for some hours at 93°. In the open air, in the wind & sun, only [at] 85°. The sand was intensely hot, the Thermometer placed in a *brown* kind immediately rose to 137°; & how much higher it would have done I do not know: for it was not graduated above this. The *black* sand felt far hotter, so that in *thick* boots it was very disagreeable to pass over it.

17th. In the afternoon the Beagle sent in her boats to take us on board.

(18th.) Finished the survey of Albemarle Isd.; the East side of the Island is nearly black with recent uncovered Lavas. The main hills must have immense Cauldron like Craters, their height is considerable—above 4000 feet: yet from the outline being one uniform curve, & the breadth of the mountain great, they do not appear lofty.

October 19th. During the night proceeded to Abingdon Isd; picked up Mr Chaffers in the Yawl in the morning & then steered for two small Isds which lie 100 miles to the North of the rest of the Group.

(20th.) After having surveyed these the Ship's head was put towards Otaheite & we commenced our long passage of 3,200 miles.

October 21st. Darwin made no entry on this date. [J. W.]

*end of Galápagos section*