

# Lesson Plan Template

Date: 11/22/19

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| <b>Grade:</b> 5th  | <b>Subject:</b> English Language Arts   |
| <b>Materials:</b> sticky notes, expanding arrows, expanded sentences anchor chart, loose leaf paper, pencils   | <b>Technology Needed:</b> computer and document camera  |
| <b>Instructional Strategies:</b><br><input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning<br><input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers<br><input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL<br><input type="checkbox"/> Learning Centers<br><input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate<br><input type="checkbox"/> Other (list) <input type="checkbox"/> Modeling | <b>Guided Practices and Concrete Application:</b><br><input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on<br><input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration<br><input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic<br><input type="checkbox"/> Simulations/Scenarios<br><input type="checkbox"/> Other (list)<br>Explain:  |
| <b>Standard</b><br>L.3.5a Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  | <b>Universal Design for Learning</b><br><b>Below Proficiency:</b><br>Students who are below proficiency will show great difficulty in completing the sticky notes, contributing to the round robin writing, and completing the writing practice. In order to help these students, I would place them with a group of their peers that are able to proficiently complete the tasks. Grouping struggling students with proficient peers will allow them to hear others' thought processes and give them new ideas for approaching the content.<br><br>If some students are still struggling after working with peers, I would set aside time to meet with them to identify where, specifically, they are struggling.<br><br><b>Above Proficiency:</b><br>Students who are above proficiency will easily complete the sticky notes, round robin writing, and writing practice. In order to challenge these students, I would ask them to allow other students to take the lead during the round robin writing while they offer support and ideas. I would also ask them to incorporate two or more ways to expand each sentence in their writing practice<br><br><b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Students will be seeing the sticky notes, anchor chart, the round robin writing, and the writing practice.</li> <li>• <b>Auditory:</b> Students will listen to directions, instruction, and their peers.</li> <li>• <b>Kinesthetic:</b> Students will be moving to put sticky notes on the board and to rotate tables during the round robin writing.</li> <li>• <b>Tactile:</b> Students will be writing throughout the lesson.</li> </ul> |
| <b>Objective</b><br><br>By the end of the lesson, students will demonstrate their understanding of expanding sentences by participating in games, contributing to discussion, and writing practice.<br><br><b>Bloom's Taxonomy Cognitive Level:</b> Understanding  | <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 and moving for this lesson.</li> <li>• Students will be respectful of others while they move around the room.</li> <li>• Students will not interrupt others.</li> <li>• Students will raise their hands to ask or answer questions.</li> <li>• Putting sticky notes on the board should have a voice level 0.</li> <li>• Round Robin Writing should have a voice level 1.</li> <li>• Writing practice should have a voice level 0-1.</li> <li>• Students will work with peers respectfully and responsibly.</li> <li>• Students will transition quickly and quietly (20 seconds or less).</li> </ul>  |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• Grouping: Students will stay within their table groups</li> <li>• I will use call backs to regain student attention if needed. I will repeat callbacks as many times as necessary.</li> </ul>  |   |

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| Minutes    | Procedures  |
|------------|---|
|            | <p><b>Set-up/Prep before lesson:</b></p> <ul style="list-style-type: none"> <li>I will need to have the computer and document camera ready, the expanding arrows taped to the board, and sticky notes ready to hand out.</li> </ul>   |
| 10 minutes | <p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>We are going to start today by playing a game. Has anyone done a Mad Lib before?</li> <li>Explain regular Mad Lib.</li> <li>We are going to play it a different way. Check out the arrows on the board. Let’s talk about what they mean. (adjective, when, where, how, and why)</li> <li>I am going to give each of you five sticky notes. You will come up with one word or phrase that goes with each arrow. Give example.</li> <li>Your words or phrases do not have to go together to create a story. They can be completely random!</li> <li>I will write a starter sentence on the board that we will plug our words or phrases into. (We walked through the snow.)</li> <li>I am going to give you all 30 seconds to write on your sticky notes.</li> <li>After that time is up, I will give each table group 10 seconds to put their sticky note text to the correct arrow.</li> <li>When you put your sticky notes on the board, put them in a line. Make sure you do not put all of your sticky notes underneath each other! We are trying to create some fun sentences</li> <li>I will call students up to read a few of the sentences.</li> </ul>  |
| 8 minutes  | <p><b>Explain: (teacher-led)</b></p> <ul style="list-style-type: none"> <li>We are going to learn about expanding sentences today!</li> <li>Now that we’ve made some expanded, detailed sentences through the Mad Lib, let’s look at some other examples.</li> <li>Show students the expanded sentences anchor chart.</li> <li>Let’s look at this first sentence. Would you say it’s strong or weak? Why?</li> <li>It’s a weak sentence. Why would this be weak? <ul style="list-style-type: none"> <li>It’s missing details that would help us picture what is happening.</li> </ul> </li> <li>What could we add to help us picture what it is telling us about? Or in other words, how could we expand this sentence? <ul style="list-style-type: none"> <li>Adjective, when, where, how, why</li> <li>Go through the rest of the anchor chart.</li> </ul> </li> <li>Let students know that it is not realistic to have all sentences use all of the expanding methods. This would create very wordy, hard to read sentences and paragraphs. We just need to make sure that we are being as descriptive as possible, within reason.</li> <li>Give me thumbs up, thumb in the middle, or thumbs down to show your understanding so far.</li> <li>What questions do you have?</li> <li>We are going to put expanding sentences into practice by doing a round robin writing activity.</li> </ul>  |
| 17 minutes | <p><b>Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences)</b></p> <ul style="list-style-type: none"> <li>Each table group will need one piece of paper. Take 20 seconds to choose one person from your table group to get a piece of paper from the tray.</li> <li>Each group will write ONE sentence to begin a story. Your sentence needs to address one or two of the expanding methods.</li> <li>You will have 2 minutes to collaborate and create the one sentence.</li> <li>When I say “Change tables,” you will all leave your paper at your desk and rotate to the next group of tables in a clockwise manner. Make sure to take your pencils with you.</li> <li>When you get to the next table, your group will need to come up with another sentence to continue the story. Do your best to use a different method than the group before you used. No matter what method you use, the goal is to be DESCRIPTIVE!</li> <li>Feel free to make your stories as serious or as goofy as you would like, but keep them appropriate. Also make sure that all of your teammates are contributing ideas and that all of you can agree on what to write.</li> <li>We will continue to rotate in this fashion until your group ends back up at your original desks.</li> <li>Then, you will choose one person from your group to read your story aloud.</li> <li>If we have extra time, I will write some practice sentences on the board for students to expand. They will practice expanding the sentences in their ELA journal. Students will have to use at least two methods to stretch the sentences.</li> <li>I was cold. The dog ran. I broke my leg. My ramen noodles disappeared. We were exhausted. She tripped.</li> <li>I caught the ball. I can’t catch my breath! We celebrated Thanksgiving.</li> </ul> |

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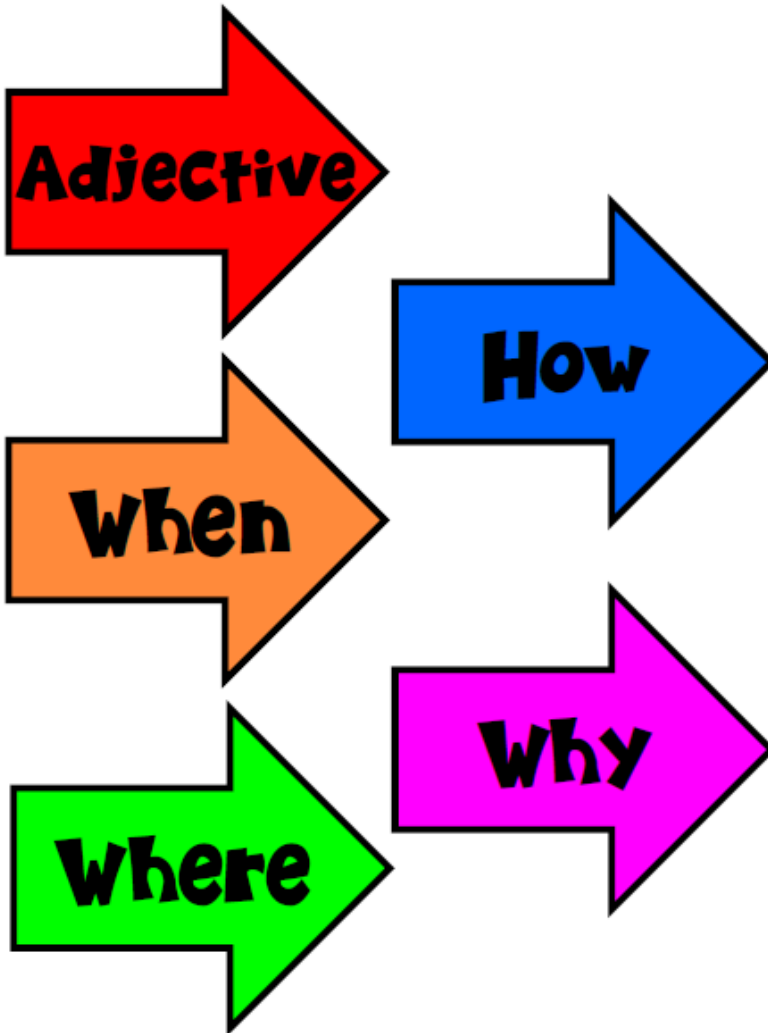
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| <b>5 minutes</b>   | <b>Closure (wrap up and transition to next activity):</b> <ul style="list-style-type: none"><li>• Alright, we have about 5 minutes left until lunch.</li><li>• While we clean up our spaces, let's recap what we went over.</li><li>• What are the five ways to expand sentences?<ul style="list-style-type: none"><li>○ Adjective, when, where, how, and why</li></ul></li><li>• Is it reasonable to use all five of these ways in every sentence?<ul style="list-style-type: none"><li>○ No!</li><li>○ Why not?</li></ul></li><li>• Let's line up quickly and quietly at the door.</li></ul> |
| <b>Formative Assessment: (linked to objective, during learning)</b> <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>• Sticky notes from the Mad Lib</li><li>• Thumbs up, thumb middle, thumbs down to check for understanding</li><li>• Finished stories from the round robin writing</li><li>• Listening to students work while I walk around the classroom</li><li>• Practice Sentences (if we have time)</li></ul></li></ul>  | <b>Summative Assessment (linked back to standard, END of learning)</b>   |
| <b>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> <p>Something that went well with this lesson was student engagement. The activity we did had students up and moving to put sticky notes on the board. Later, we moved around from desk to desk to do some round robin writing. This movement kept students interested in what we were doing. I also feel like I roamed around the classroom well instead of just staying in the front of the room. The front of the room is my comfort zone, so I was happy that I changed up where I was teaching from. From walking around the room came some good check-ins with each group that was working on the round robin writing. I also felt I did well with transitions. I used some of my class's regular callbacks, but I also started verbally counting down after giving directions. I have used this technique successfully at work, and it was successful in the classroom as well.</p> <p>If I were to make any changes to this lesson, I would start with having the class label each sticky note together before we started the activity. We would label one note with adjective, one with how, one with where, etc. I noticed that a few students put all the words on the same sticky note or were just unsure of what to write where. Labeling the sticky notes as a group would have eliminated this confusion and would have saved us valuable instruction time. This also would have helped student know exactly which row to put their sticky note in.</p> <p>Another change I would make would be to give better examples of expanded sentences. I opted not to use the document camera because all the students had the handout on their desks. I think it would have been good to show the anchor chart on the document camera and go through it entirely with them. I felt like they were getting bored of the topic, so I hurried through it. We also could have practiced expanding a few sentences as a class. I think this would have helped their writing when they got to the round robin writing activity.</p> <p>I would also pay better attention to the time if I were to do this again. I ran out of time with this lesson, and because of this, two tables did not get to share their round robin writing creations. I also did not have the time to fit in my closure. The students were also almost late to music. Time management is one of my greatest weaknesses when it comes to lessons.</p> <p>The last thing I would add to this lesson would be to award table points. Sometimes I forget that table points are used in my classroom. I had a couple of behaviors happen that could have been resolved quicker if I had used the positive incentive of table points. This also would have limited the talkativeness of my class because they are very competitive. If there are table points up for grab, they will do anything to win them. Table points also would have drawn in the students that were not as engaged in the lesson itself.</p> |  |

❖ See below for expanding arrows and the anchor chart

Expanding Arrows:

Borrowed from:

[https://www.upperelementarysnapshots.com/2018/11/writing-lesson-expanding-sentences.html?utm\\_medium=social&utm\\_source=pinterest&utm\\_campaign=tailwind\\_tribes&utm\\_content=tribes&utm\\_term=496840460\\_17575902\\_36407](https://www.upperelementarysnapshots.com/2018/11/writing-lesson-expanding-sentences.html?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_content=tribes&utm_term=496840460_17575902_36407)



Anchor Chart:

Borrowed from:

[https://www.upperelementarysnapshots.com/2018/11/writing-lesson-expanding-sentences.html?utm\\_medium=social&utm\\_source=pinterest&utm\\_campaign=tailwind\\_tribes&utm\\_content=tribes&utm\\_term=496840460\\_17575902\\_36407](https://www.upperelementarysnapshots.com/2018/11/writing-lesson-expanding-sentences.html?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_content=tribes&utm_term=496840460_17575902_36407)

The anchor chart is on a spiral notebook page. At the top right, there is a logo for 'UPPER ELEMENTARY Snapshots'. The main text is enclosed in a hand-drawn box. Below the box, five arrows point to the right, each with a label and a corresponding expansion of the sentence.

**We stood outside for twenty minutes.**

**Adjective** → We stood outside for twenty **miserable** minutes.

**When** → **This morning** we stood outside for twenty miserable minutes

**Where** → This morning we stood **on the sidewalk in front of the school** for twenty miserable minutes.

**How** → This morning we stood **shivering on a snow-covered sidewalk** in front of the school for twenty miserable minutes.

**Why** → This morning we stood shivering on a snow-covered sidewalk in front of the school for twenty miserable minutes **while the fire chief investigated the cause of the fire alarm.**