USF Elementary Lesson Plan Template

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| 1. **Lesson Goals:** All objectives must be written as what you expect your students to **DO**. Do not use the words “KNOW” or “UNDERSTAND.” All objectives declared must be those you are committed to systematically assessing, as stated in your Evaluation Plan (Part 7). | | |
| *What is the Essential Question (“Big Idea”) all students are investigating?* | How can I include details that keep my story on topic? | |
| *What are your objectives for student learning in this lesson?* | Students will think about the details that they are adding to their piece and include only those that are on topic.  This lesson relates to the Ideas trait. | |
| *Why have you chosen these objectives?* | To develop understanding and strengthen use of the Ideas trait. Students will write more effectively if all of their  ideas are related to the topic of the piece. | |
| *What Standards (National or State) relate to this lesson?* | CCSS.ELA-LITERACY.W.1.3  Write narratives in which they recount two or more appropriately sequenced events, include some details  regarding what happened, use temporal words to signal event order, and provide some sense of closure. | |
| 1. **Content Knowledge** | | |
| Provide an overview/explain what teachers should know about this topic. What prior knowledge is necessary to master the objective(s)? Is there a learning trajectory in the lesson (in other words, is there a logical sequence of steps that students must take to master the content)? What connections can be made to other disciplines? What “real world” connections can be made? | Teachers should understand the Ideas trait, how details work within a piece of writing, and how to assess the  relevance of a detail to the main idea.  Students should already know that a single piece of writing is about one idea. This should be  taught prior to this lesson.  This concept can be connected to all other disciplines because all textbooks follow this format.  This concept can be connected to all “real world” literature, including menus, maps, websites, etc. | |
| *What is the underlying content knowledge that you want students to understand?* | That the details that they include in their writing must be connected to the main idea. | |
| *What misconceptions do students typically have about this concept?* | Young students typically have difficulty sticking to one topic while writing. Their writing often appears as a stream  of thoughts without order. | |
| Rationale and Relevance (Connection to Students’ Knowledge, Skills, Experience) *Why is it important for students to learn this concept?* | Students need to learn this concept to become more effective writers. They will want to share their ideas with  others, and in order for others to understand their writing the ideas must be presented in a logical, connected way. | |
| 1. **Levels of Differentiation** | | |
| Name, and then *explain* how your organized this lesson to address the **interests, readiness levels**, culture and/or **learning profiles/styles** of your students**.** Explain why you made these choices. Your rationale must contain clear evidence of your understanding of differentiating instruction, culturally responsive pedagogy your classroom curriculum, and your knowledge and understanding of your unique learners. | *How does your lesson connect to the interests and cultural backgrounds of your students?*  Stories are a part of all cultures, and students will be encouraged to write about things that are personally important  to them thus reflecting their personal culture. | |
| *How does your lesson connect to/ reflect the local communities?*  Stories are a part of all communities, and students will be encouraged to write about things that are personally  important to them thus reflecting their personal community. | |
| *How will you differentiate instruction for students who need additional content support during this lesson?*  Students will be working individually but will be able to confer with one another while working for peer support.  I will be working with students individually as they work, as well. | |
| *How will you differentiate instruction for students who need additional language support during this lesson?*  Students will be given the option to draw instead of write, as well as write words in their native language that we  can later translate into English. | |
| *How will you differentiate instruction for students who need additional challenge during this lesson?*  Students will be working individually and therefore will be able to work at the height of their ability. I will make  specific suggestions to students as they work and will scaffold accordingly for students who need an additional  challenge. | |
| *What are the various ways that you will group students during this lesson and why have you chosen each grouping method?* | Students will be grouped as a whole class for the mini lesson, and will then work individually at their seats while  writing. Students will be allowed to confer with one another and the teacher as they write. | |
| *What students need specific accommodations in this lesson?*  **Not Applicable** | List individual students of significance who continue to need special support to be successful during instruction. Then list the **specific**  accommodations you are planning to use for each of these unique learners. Remember, accommodations *are not the same* as differentiating  instruction, although the two can overlap. | |
| Student’s initials | Accommodation |
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| 1. **Methods** | | |
| *What teaching method(s) will you use for this lesson?* | Mini lesson, shared writing, individual work time, peer conferences, teacher conferences | |
| *Why have you chosen this method or these methods?* | Time effective to allow for maximum writing time in a supportive environment. | |
| *What specific co-teaching method are you incorporating?* | NA | |
| 1. **Activities:** What are the **specific teaching behaviors** that will occur during each portion of the lesson? Remember, if you have different groups doing different activities, **each group’s activity sequence must be clearly explained in separate sections**. This is often the longest section of your lesson plan and will need to be written exhaustively. Please also include the timing each activity will take, your plan for transitions between activities, and strategies to support time management and classroom management. | | |
| *What activities have you planned for each phase of your teaching method? What is the role of the teacher? What is the role of the student? What student data will be collected during each phase?* | Mini Lesson: Teacher will: Welcome the class to writing workshop and remind students of the lesson from the day before. (Each piece of writing is about one main idea.) Explain that the things we write that tell more about the main idea are called details, and those details should all be about the main idea. Refer the read aloud book that was read earlier in the day (*The Great Paper Caper* by Oliver Jeffers). Tell students that all of the details in the story were about the main idea, the details all told about the parts of the story. None of the details in the story were about pizza or race cars because that’s not what the story was about. If the story included a detail about pizza or race cars, it wouldn’t make sense. Tell the students that the teacher is going to write a story about pizza, and the class will help decide which details belong and which do not. | |
| On Chart Paper: Begin writing a story about pizza and before writing each detail, say it aloud to the class and ask if it belongs in the story or not. Include details about pizza, as well as details that would not belong. When the students choose whether or not the detail belongs, discuss why. Ask “How do you know?” When the story is complete, ask students to think about what they would like to write about today. Give one minute of silence to think. Ask for a “thumbs up” if they have a main idea. Optional: Allow each student to say their main idea aloud to the class. Formative Assessment: Assess understanding of concept based on class discussion and make adjustments as needed. Make note of students who seem to need additional support. | |
| Writing Time! Ask students to return to their seats and begin working on their own writing. Encourage them to think about each detail and only include the ones that are about the main idea. Allow students to draw pictures to go with their writing, and confer with one another as they work quietly. Teacher should walk around the room and spend time with each student if possible. Ask questions to guide students to effective use of the concept. Summative Assessment: Assess understanding of concept based on student writing and discussion, and make note of students who seem to need additional support. | |
| 1. **Materials:** List the primary materials and resources will you use to support each student’s success in meeting the learning goals (this can include people, as well!) | | |
| *What instructional materials will you use, if any?* | Copy of the text *The Great Paper Caper* by Oliver Jeffers, chart paper, markers, student writing materials. Optional: can use regular paper and projection technology for writing the story as a class if preferred. | |
| *Why have you chosen these materials?* | Mentor text demonstrates details that relate to the maid idea, and chart paper is ideal for whole class lessons. | |
| 1. **Evaluation Plan:** A comprehensive data collection plan is needed that demonstrates *how* you intend to provide *multiple kinds of evidence* to document student learning in an “ongoing” manner. | | |
| *How do you plan to evaluate student learning on the content of this lesson?* List the *combination* of evaluation/assessment data you plan to collect **before, during**, and **after** the lesson (Examples: responses to test/quiz questions and/or scores, student work products or performances, teacher’s journal, observations and field notes, photographs/video, surveys…). | Before: Assessment from prior lessons will dictate student readiness to move on to this lesson.  During: Formative assessment of discussion during mini lesson and conferences with students while writing.  After: Student work product.  The formative and summative assessments will provide insight to student readiness to progress to the next concept. Those students who have not grasped this concept will receive additional support during small group time. | |
| 1. **Resources** | *The Great Paper Caper* by Oliver Jeffers | |