

Lesson Plan Template

Grade:2	Subject:ELA
Materials: Large sheets of paper, marker	Technology Needed:
Instructional Strategies: <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"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <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 	Guided Practices and Concrete Application: <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: <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) ELA 02.W.02: Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definitions to develop points. c. Use transitional words when appropriate. d. Provide a concluding statement or section. ELA 02.L.2: Within the context of authentic English writing and speaking display proficiency in: p. Capitalize dates and names of people. q. Use end punctuation for sentences. r. Use commas in dates and to separate single words in a series. s. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. t. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. u. Capitalize holidays, product names, and geographic names. v. Capitalize important words in titles.	Differentiation Below Proficiency: If a student is below proficiency, they will use their time to work on more basic aspects of their story. As they are working, I will be monitoring their progress and help them to edit as they are writing. Above Proficiency: If a student is above proficiency, they will be able to look through their papers and tell what needs to be changed with no instruction. Approaching/Emerging Proficiency: A student at proficiency will be able to understand the concepts of the papers that are different papers and change their own papers to work for the best grade they can. Modalities/Learning Preferences: Visual, Auditory
Objective(s) By the end of the lesson the student will be able to revise their work to the best of their ability in order to earn a standards based grade by comparing the model to their own work. Bloom’s Taxonomy Cognitive Level: Applying	
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be transitioned to carpet time by my use of the chimes and positive reinforcement will be given to students whose bodies look ready to learn, encouraging others to follow. They will also at times be turning to a partner to discuss.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students know their carpet expectations are to be seated with eyes forward and bodies in a ready to learn position. They can participate in group discussions and shout outs using their voices, but not while the teacher is explaining the topics. If this cannot be accomplished by the student, they have a timer set to get back on task, and if the time is up before they’re ready, they will come in for a reteach.
Minutes	Procedures

Lesson Plan Template

20 prior to classroom time	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • I will prepare a non-fiction text that fits standards 2 and 3 that mirrors what their writing might look like • I will set it up on the whiteboard for the students to see. 		
2	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Ask students about their papers and how their stages of editing and revising are going • Remind them their work will be published and put out at the zoo, so these steps are very important • Bring attention to the I can statements and read them together • Bring attention to the written papers 		
3	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • I wrote this paper to show you guys what a 2 would look like and what a 3 would look like • There are some issues I want you to look at • Some of these mistakes can be fixed using our COPS and our ARMS • We are going to go through each of these sections and think about how we would like to change them to sound more like our 3 paper. 		
7	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Read through my paper • Ask students to read some of the sentences aloud that might not sound right • Have them reread the sentence on the 3 paper • Decide what would be better if fixed. • Talk about how they can change their own papers from here. 		
1	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Tell students what would need to be done to their papers to prepare them for publishing • Let them know that they will get grades for the papers • Transition to recess time 		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Ask questions about how they would each change pieces of the paper.</p> <p>Consideration for Back-up Plan:</p> <p>If there is a lack of time, read the paper and have the teacher explain what the differences are and highlight them.</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>The students will hand in their papers for grades based on the writing standard listed above.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Ask questions about how they would each change pieces of the paper.</p> <p>Consideration for Back-up Plan:</p> <p>If there is a lack of time, read the paper and have the teacher explain what the differences are and highlight them.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>The students will hand in their papers for grades based on the writing standard listed above.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Ask questions about how they would each change pieces of the paper.</p> <p>Consideration for Back-up Plan:</p> <p>If there is a lack of time, read the paper and have the teacher explain what the differences are and highlight them.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>The students will hand in their papers for grades based on the writing standard listed above.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>		

Lesson Plan Template

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I wasn't able to teach this lesson, but was able to plan part of it with my teacher before school was cancelled.