

Lesson Plan Template

Grade:2		Subject:ELA	
Materials: Large sheets of paper, marker		Technology Needed:	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input checked="" 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:	
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, I would ask them to edit through their papers a few times, and potentially add in an extra practice sheet with editing issues they might not usually see. Approaching/Emerging Proficiency: A student at proficiency will be able to work and edit their own paper and fix a good amount of their mistakes. Modalities/Learning Preferences: Visual, Auditory	
Objective(s) By the end of the lesson the student will be able to understand the specific conventions necessary in their writing by practicing making corrections on a non-fiction paper.		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.	
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.		Minutes Procedures	
20 prior to classroom time	Set-up/Prep: <ul style="list-style-type: none"> • I will prepare a non-fiction text about an animal to show the students what my version of their assignment might look like. • I will add in purposeful mistakes • I will have those pieces of paper stuck to the board by the teacher chair 		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Ask students about the non-fiction books they have read; discuss the pieces of the texts that we've identified as important • Why are these parts important? Do they make the book different from a fiction story? • Speak about good writers in non-fiction and the use of facts. • Editing prevents a lot of mistakes and makes readers more likely to believe facts given by the author. 		
5	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Explain to students that their writing can be reviewed and edited a few times during the writing process, and doing this can help their ideas become clearer and easier to read. • Ask students if they remember any of the pieces of COPS • Share with a shoulder partner then discuss them • Editing is the scanning and checking of our own work to make sure that • We can do checks of editing on our own paper by using COPS • I'll show you on mine 		

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20	<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 • Start editing the mistakes made on my own paper and start rereading • Ask if students can see a mistake in a sentence by sentence • Show how to rewrite after making a mistake • Now we will work on editing our own papers, going through sentence by sentence to check for our errors • Send them back to desks and monitor their writing, adding in terms from the lesson. 	
1	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Talk individually with students about their editing in desk pods. • Bring students back to group with chimes to transition to next activity. 	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Ask questions on specific changes they've made to their paper and how they could change some of their sentences.</p> <p>Consideration for Back-up Plan: If there is a lack of time, have students read through the COPS piece and then have them start on their editing, with a follow up later on.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: 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>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This was the last lesson that I was observed for. It was a sort of different circumstance than a usual day for the students, because they didn't have their usual specials and were able to have extra time during their ELA time. Because of that, they were able to have more time to put into this lesson. With that being said, I found it was harder for me to compact my lesson to be short enough for the students to have work time directly after. So, while teaching, I had a lot of mistakes that the students could see my correcting on my own lesson as we went through it together. I really did like this piece of my lesson, but it was time consuming to go through each of them one by one. The students were able to directly answer those questions as we were going through them and let me know directly if they knew an answer by giving me a signal. I did like that part. It got a bit repetitive, with all of the incorrect pieces I had in my paper, but as I mentioned, I wanted them to be able to see any part of a mistake that they might make. While discussing this lesson, I thought that it would be better to split this editing lesson up if possible to get the same content while also not losing their attention and taking up their work time. Writing is a hard thing to be able to compress because it is so important that the students see us writing and editing so that they can do it as well when it comes to it. I really liked how excited the students were to catch my mistakes and were able to express what they knew when they gave my hand signals. I think it went really well that the students were able to go through our COPS acronym while I was writing and see me focus on one at a time, because when they do it, they will be more organized and focused if they are only looking at one at a time. It also allowed for a nice visual to write COPS on the top, and they could also cross that out as they were going through, just like they saw me doing. I liked how the students were able to follow my instruction that I gave at the beginning to even give me the hand signals and go with what we were talking about at the time. It was kind of hard for me to keep their attention at times, especially some of the students that I knew would be more likely to get antsy after sitting for so long and listening to me. They are used to the group setting like that where they sit at the carpet and listen until it is their turn to write on their own. I would've definitely split up this lesson if I were able to, and give the students more of a chance to interact with changing my paper themselves with a marker.</p>		