

Lesson Plan Template

Date: _____

Grade: 3	Subject: Language Arts
Materials: Writing Materials, Anchor Charts, Writing Composition Notebooks, Puppets, Possibly White Boards/Markers	Technology Needed: My own story
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"/> Other (list) <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: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, and details.	Universal Design for Learning Below Proficiency: Expecting no more than 3 or 4 descriptive words that are underlined, circled, or highlighted. Also giving them more time and assistance when developing their stories. (Helpful words.) Above Proficiency: Expecting more than 6 or 7 descriptive words that are underlined, circled, or highlighted. Also expecting more than two paragraphs for the stories they have created. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: • Auditory: • Kinesthetic: • Tactile :
Objective Students will specify and give examples of stories they have wrote about themselves from the day before by highlighting, underlining, or circling descriptive words or adjectives by the end of the lesson. Bloom's Taxonomy Cognitive Level: Comprehension	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) Using CHAMPS, which is been used from the beginning of the year, students will begin with a noise level of 0, Raising their hands if they have questions, individual work, remain seated, listening and following directions to be successful at this lesson. For the second part of the lesson, students will have a noise level of 1, raising their hands if the have a question, collaborative working, remain seated, and listening to the teachers and peers for success at this lesson.
Classroom Management- (grouping(s), movement/transitions, etc.) Transition from reading time after lunch to their seats for direct instruction. Transition from writing lesson, direct instruction, to writing in their journals. Transition from writing their stories, to sharing their stories with their peers at their tables for peer feedback. (Giving an example of what this might look like.) Transition using "Class-class, yes-yes" Were going to transition into our next lesson.	
Minutes	Procedures
10	Set-up/Prep before lesson: Have the puppets ready for students to use for the writing lesson. Have the white boards and the markers out for students for use if they need. Set up anchor charts from previous lessons for students to see and use when they need it in the narrative writing lesson. Have the book for the reading section/ engaging part ready after lunch. Grab students from lunch and ask them before entering the classroom, if they can find a dot on the carpet for reading Fortune Falls.
25	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) After asking students to find a dot on the rug, I will ask 3 students what happened last time we read Fortune Falls. "Third Graders, last time we read Fortune Falls, what major events happened in the previous chapter? Turn and talk with the people around you for 30 seconds. Boys and Girls, I want to hear from 3 students about what happened." "Thank you students! Are we ready to read this chapter? Perfect!" Begin reading Fortune Falls and ask students questions on big words, different characters actions, or what has happened/ progressed from the last lesson. After the 15 minutes of reading transition students back to their students using the chime and verbal cues. After students are in their seats ask students questions about the punctuations and uses of descriptive words. "Students, what are the 5 different punctuation marks that we have been learning about this week? Period, Question Mark, Exclamation Mark, Hyphen, and Dot dot dot." "Can you remember what these are used for?" "Perfect, now we are going to look at a paragraph someone wrote for this class. We are going to review it and find the mistakes

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		<p>and correct them together as a class. Jake could you please pass out a worksheet for everyone. Now, using CHAMPS, we will be at a noise level of 0, if you need help raise your hands, this is a whole group activity, and independent work, we are going to remain seated, and we are listening and following instructions for success.”</p> <p>Give students about 3 minutes to find the mistakes in the paragraph and to fix the mistakes using the skills and the symbols we talked about at the beginning of the week.</p> <p>“Students, I need a little bit of help for this part. Can I have someone please find a mistake in the first sentence?” Call on someone. Continue with the rest of the paragraph.</p> <p>Great Job students!</p>
15		<p>Explain: (teacher-led)</p> <p>“Today for our writing lesson, we will be writing narrative fictional stories about the animal on the desk. Jake could you please give every table one animal? Thank you! I would like you guys to begin your stories with, A LONG TIME AGO, ONCE UPON A TIME, OR LAST SUMMER. (PUT ON THE BOARD FOR STUDENTS TO SEE) I want to see you use the 5 different punctuations that we just talked about, and descriptive words that describe nouns. What are those called again? Adjectives are correct!”</p> <p>“I would like you to highlight those descriptive words you will be using for the narrative fictional stories, and I would like you to underline the different punctuations you use. Let’s make sure we are using correct capitalization and punctuation in this lesson. I would like to read the stories/paragraphs at the end of the day, so if you can please finish at least one paragraph that would be awesome! We will continue to write these stories as the year moves on to create a huge story to show all your stories!”</p> <p>“Does anyone have any questions?”</p> <p>“For this lesson we should be at a voice level of 0, raising your hand if you have any questions, this is independent work, we are going to remain seated, but you may move or sit wherever is comfortable for you to write, and as always, we are going to listen and follow directions for this lesson to be a success.”</p>
1		<p>Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences)</p> <p>“Students, I am seeing a lot of very good writing practices like capitalization, and punctuation. Let’s make sure we are using descriptive words in these stories. If you need suggestions or need help, raise your hand, or look at our anchor charts.”</p> <p>“Let’s also make sure we are using complete sentences, not run on sentences for our stories.”</p>
2		<p>Closure (wrap up and transition to next activity):</p> <p>“Students, we have about 2 minutes left in the lesson, so if we could wrap up our idea and write it down quickly, we can transition into our next activity.”</p> <p>RING TRANSITION CHIME</p> <p>“Alright students, 2 minutes are up, so let’s put away our composition notebooks, and take out our math composition notebooks with a noise level of 0. Can we do that?”</p>
		<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (document of student learning, data collection) <p>Read students stories throughout the lesson making sure they are using good grammar and punctuation during their writing.</p> <p>Look at students stories after the lesson and make sure they are using good techniques and improving their writing.</p>
		<p>Summative Assessment (linked back to standard, END of learning)</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I felt that my lesson went so well! I was especially nervous for the beginning portion of the lesson, the directions part and the instructional part made me the most nervous. The parts I could have included were the grabber, and the closer. My attention getter was nonexistent. I thought I would have their attention from simply bringing out the items, but after talking with Mrs. Hager, I realized my grabber needs to captivate the students more. The closing for my lesson was not well set up because the transition into the math lesson was very weak, when I could have hit it out of the park with incorporation of graphs, or other things they are learning. I also think I tried to do too much with the students because they only had about 10 minutes to write and they would have liked more. I definitely am ready and will be preparing my lesson plans for close to perfection for the next lesson that is observed.</p>		

cooper sat with me at lunch he wore jeans that covered his legs. He said that after a cold shower and some ointement, his rash had almost completely gone away. I didn't believe him. For one thing, he kept rubbing his pant-legs together and drag them up and down along the edge of the bench seat.