

Lesson Plan Template

Date: 2/23/21

<p>Grade: 1st</p> <p>Materials: Flow-chart paper, Marker, Student's writing folders</p> <p>Instructional Strategies:</p> <p style="margin-left: 20px;"> <input type="checkbox"/> Direct instruction 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 type="checkbox"/> Modeling <input type="checkbox"/> Other (list) </p>	<p>Subject: Language Arts</p> <p>Technology Needed: -</p> <p>Guided Practices and Concrete Application:</p> <p style="margin-left: 20px;"> Large group activity 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: </p>
<p>Standard(s)</p> <p>RF.1.1 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>W3a.1 Write narratives. Recount two or more appropriately sequenced events.</p> <p>SL.5.1 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.1q.1 Display proficiency in: Uppercase and lowercase letters.</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <p>When students are doing their independent writing I will focus on working with students who are below proficiency. I will ask them the "I" questions out loud. These students will only be expected to write two capital "I"s.</p> <p>Above Proficiency:</p> <p>Students who are above proficiency should not have errors in their capitalization of "I"s. They will be encouraged to write more than just two capital "I"s in their narrative.</p> <p>Approaching/Emerging Proficiency:</p> <p>Most students will be expected to get their writing done in time to draw a picture. They will have two or more capital "I"s, and they will have no more than one error in the capitalization of "I"s.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Writing out sentences and underlining "I"s on chart paper • Auditory: Verbally explain and ask questions • Kinesthetic: Students will answer the capitalization questions with thumbs up or thumbs down • Tactile: Students will write their own personal narratives
<p>Objective(s)</p> <p>Students will demonstrate their understanding of capitalizing the pronoun "I" by writing a short personal narrative.</p> <p>Bloom's Taxonomy Cognitive Level: Apply</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students will sit in their designated "sit spots" during instruction. They are able to stand up and return to their desk when I call their number and hand them their writing folder. Students are encouraged to answer questions, but they will not be talking while I am instructing. Students who are talking or messing around with others will be asked to move up and sit near me.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Transition from GoNoodle: students will make their way to their sit spots. Say: "Criss cross hands in your lap" "I like how ___ is doing their job" or "if you look like ___ you are doing your job"</p> <p>Pair (during think, pair, share): Students will pair up with someone sitting near them. If a student does not have anyone to share with, turn off the microphone and ask them if they have any ideas they would like to run by me.</p> <p>Transition from sit spots to desk: Pick up a writing folder and announce the number. Ask the student "would you like to share your narrative idea now, or show me after it is written?" After student answers, give them their writing folder and they will go to their desk.</p> <p>Transition from writing to snack: Give students a 2-minute warning saying "we have 2 more minutes of writing time. Finish up what you are working on, double check that you have at least 2 capital Is, and start cleaning your desk for snack and reading"</p>	<p>Minutes</p> <p style="text-align: center;">Procedures</p>
5	<p>Set-up/Prep:</p> <p>Think of a narrative to use as my example. Prepare marker and chart paper. Have students writing folders close by.</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>"We have been working on writing personal narratives. Who can tell me what a personal narrative is?" Call on a student to answer. "A personal narrative is a real story about something in your life. When I write a personal narrative would I write (write on paper: Miss Cunningham has a cat at home named Alex. Miss Cunningham woke up at 5am one day because Alex was biting her hair and attacking her feet.)?" See if the students can figure out that it should say "I" instead of "Miss Cunningham". Cross out the sentences written. Say "when you write about an experience that you had, you use the word "I" to talk about yourself."</p>
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Say "let's fix this narrative. Can someone tell me how to fix this first sentence (write: I have a cat at home named Alex). Now who can help me fix this next sentence (write: I woke up at 5am one day because Alex was biting my hair and attacking my feet). Because I am talking about myself, I changed "her" to "my". Did you notice that when I wrote an "I" all alone I made it capital? Whenever you write an "I" that means "me", you have to capitalize it. Let's figure out if I did it correctly in these sentences." Underline all the "I"s. "Here are all the "I"s in my narrative. (pointing to each "I" ask:) Is this "I" all alone? Does it mean "me"? Since</p>

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	<p>the answer is yes to both, this first "I" should be capital. (go to the next "I" and after asking the questions say) Give me a thumbs up if it should be capital, or a thumbs down if it should be lowercase. (When the lowercase "I" is reached, ask the questions and say) Since the answer is no to both, this "I" should be lowercase." Repeat for the last "I". "Let's try another sentence (write: i got Ice cream with my slster)." Underline all the "I"s and ask again "is this "I" all alone? Does it mean "me"? Give me a thumbs up if it should be capital, or a thumbs down if it should be lowercase." Rewrite the sentence as you go. When students seem to understand say "Now you get to practice on your own! You are going to write another personal narrative and it is very important that it is a story about <u>your</u> life. Pay special attention to your "I"s and when you write one ask yourself "is this "I" all alone? Does it mean "me"?" If the answer is yes to both, then the "I" should be capital. If the answer is no to both, then the "I" should be lowercase."</p>
<p style="text-align: center;">18</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Say "now we are going to do something called think, pair, share. Have you heard of this before? I am going to give you a little bit of time to think about a personal narrative that you could write about. Make sure it is something that you were there for! Then when I tell you to you will share your idea with someone sitting close to you. And then, before you go to your desk to write your story, I might ask you to share your idea. So now let's take some time to think of an idea quietly in your head." After about 30 seconds-1 minute say "give me a thumbs up if you have an idea in your head". If most students give a thumbs up, say "now find a neighbor to talk to about your idea". After about 1-2 minutes say "Ok, criss cross hands in your lap. It sounded like you came up with some great narrative ideas! Now I'm going to give you your writing folder and I want you to go back to your desk and write your story. Make sure you capitalize your "I"s that are alone! I want to see at least two capital "I"s in your story. Add a picture to go along with your story if you have time." Call out a number and ask the student "would you like to share your narrative idea now, or show me after it is written?" After they answer give the student their folder and go to the next number. Students will have the rest of the time to work independently on their writing. I will walk around and have students show me what they are writing. I will ask students to point out their capital "I"s in their stories.</p>
<p style="text-align: center;">2</p>	<p>Review (wrap up and transition to next activity): Say "we have 2 more minutes of writing time. Finish up what you are working on, double check that you have at least 2 capital "I"s, and start cleaning your desk for snack and reading". Watch to make sure students are putting their writing in their folder and returning it to the folder box.</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>Be aware of when students are correctly putting up a thumbs up or thumbs down in response to the capitalization questions.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will show their final written narratives. Take note of whether or not they are correctly capitalizing their "I"s.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This was the first time that I taught this class and it went much better than I expected! The students were very engaged and excited to participate. I used real examples from my life to make it more personal and I am glad that I did that. It helped the students get to know me a bit better. Another thing that went well was by writing the sentences directly on the paper I could physically cross them out and show how I would fix them. The students learned that capitalizing I was based on two questions: is it alone and does it mean me. By breaking it down into these two simple questions I could tell from the student's writing that most were able to ask themselves these questions and independently determine if their I should be capital or not. Something that I would change is reminding them throughout the activity about what the thumbs up and thumbs down meant. There was some confusion and I wish that I had addressed it more often. I also would add something to wrap the lesson up, instead of just transitioning straight from independent writing to snack.</p>	