

Lesson Plan Template

Date: 2/26/21

Grade: 1st	Subject: Writing
Materials: Sensory sheet (1 for each student), Owl Moon book	Technology Needed: Projector (with option 2)
Instructional Strategies: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Direct instruction</p> <p><input type="checkbox"/> Guided practice</p> <p><input type="checkbox"/> Socratic Seminar</p> <p><input type="checkbox"/> Learning Centers</p> <p><input type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Technology integration</p> <p><input type="checkbox"/> Other (list)</p> </div> <div style="width: 45%;"> <p>Peer teaching/collaboration/ cooperative learning</p> <p>Visuals/Graphic organizers</p> <p><input type="checkbox"/> PBL</p> <p><input type="checkbox"/> Discussion/Debate</p> <p><input type="checkbox"/> Modeling</p> </div> </div>	Guided Practices and Concrete Application: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Large group activity</p> <p>Independent activity</p> <p><input type="checkbox"/> Pairing/collaboration</p> <p><input type="checkbox"/> Simulations/Scenarios</p> <p><input type="checkbox"/> Other (list)</p> <p>Explain:</p> </div> <div style="width: 45%;"> <p>Hands-on</p> <p><input type="checkbox"/> Technology integration</p> <p><input type="checkbox"/> Imitation/Repeat/Mimic</p> </div> </div>
Standard(s) RL.4.1 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. W.3b.1 Write narratives. Include some details regarding what happened.	Differentiation <p>Below Proficiency: I will focus on working with these students during their independent writing time. I will expect them to write at least 3 sensory details in the time provided.</p> <p>Above Proficiency: Students will quickly finish all five sentences. They will be encouraged to write the sensory details in a written personal narrative.</p> <p>Approaching/Emerging Proficiency: Most students will be expected to write something for each of the five senses. There will be no more than 2 errors in matching up the sense with the detail.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Point out examples in <i>Owl Moon</i>, work together on zoo picture to demonstrate what their sheets should look like • Auditory: Verbally explain and ask questions • Kinesthetic: Students will move from their sit-spots to their table spots • Tactile: Students are given a physical copy of the sensory sheet to fill out.
Objective(s) Students will implement sensory details in a personal narrative by writing one setting detail for each of their five senses. Bloom's Taxonomy Cognitive Level: Analyze and Apply	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will sit in their designated "sit spots" during instruction. They will sit criss crossed on the floor and will not stand up until they are grabbing their sensory sheets and heading to their table. At the end, students will stop what they are doing to listen to my sensory details in the classroom.
Classroom Management- (grouping(s), movement/transitions, etc.) 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" Transition from sit spots to tables: students will quietly come get a sensory sheet and then head to their own table spots	
Minutes	Procedures
5	Set-up/Prep: Set up photo on projector, print out sensory sheets, have <i>Owl Moon</i> close by
7	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) "2 days ago, Mrs. Steele helped you write a detail in your personal narrative. Do you remember that she talked about adding time words? Time words like yesterday or last year, are details that help your audience know <i>when</i> your story happened. Today we're going to add another detail, this time helping our audience know the setting of your story. Can someone tell me what a setting is? A setting tells the audience <i>where</i> your story happened. We're going to add this detail using our five senses. Can anyone help me remember what one of the five senses are? (continue until all 5 have been said)
15	Explain: (concepts, procedures, vocabulary, etc.) "Lets find some examples of details using senses in the book <i>Owl Moon</i> that we already read once together." <p>Option 1: "As I read it, I want you to point to the sense that the author is using to describe her setting. If she is writing about what she sees, point to your eyes. If she is writing about what she hears, point to your ears. If she is writing about what she can feel, point to your hands. If she is writing about what she can taste or something she says, point to your mouth. And if she is writing about something she smells, point to your nose." Read through, prompting the students to point to which of the senses the author is using to add detail to her setting.</p> <p>Option 2: Ask students if they remember details about what the author saw, heard, felt, tasted, and smelled. Go through the book, stopping at some pretty obvious sensory details.</p> Then transition to <u>writing</u> these details by projecting a picture of a zoo (below). Using one of the sensory sheets (below), work through it using the picture. Ask "Have you ever been to a zoo before? This is the zoo close to my house in California! Let's imagine we're at the zoo and we're going to tell a story. Lets describe this setting using our five senses." Ideas: See flamingos, ducks, other

Lesson Plan Template

Date: 2/26/21

	people; hear flamingos honking, lots of people's voices; smell stinky animals and water; feel a map or the flamingo food in your hands; taste lemonade, cotton candy, pretzels, etc. "When you use your senses to add detail you are helping your audience to understand your story better. Giving them these details will help them imagine exactly what it would have been like to be in your setting."
12	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) We're going to have a little bit of writing time now. I will give you your own sensory sheet to fill out using the setting of a personal narrative that you have already written, or a new one that you are thinking of in your head. Make sure you put your name on the top and then when you are finished writing the five new sense details, bring it to me. If you need to get your writing folder to remind you of your personal narratives, you can do that, but you don't need to.
1	Review (wrap up and transition to next activity): "We have about 1 more minute before snack. Look up here and listen as I describe the setting that I want to see in this classroom right now. I want to see your desks cleared, feel your sensory sheet in my hands, smell your snacks, hear quiet voices, and say thank you for being great learners during my lessons this week!"
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none">Progress monitoring throughout lesson (how can you document your student's learning?) Participation in group learning, able to distinguish which details go with which sense, work independently on their sheet.	Summative Assessment (linked back to objectives, END of learning) Collect their sensory sheets and check their understanding of sensory details.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): The students were very engaged while we were working on the list of sensory details for the picture. They learned that adding these details help a reader to be more engaged because it helps them imagine exactly what it was like to be there. They were offering very detailed sensory information both in our group discussion and in their own writing. I wish that I would have offered much more direction on what I expected of them. When walking around and seeing and hearing what the students were writing about, I could tell that many of them thought they were also supposed to describe a zoo rather than a real moment or story from their life.	



Sensory Details

I saw _____



I heard _____



I felt _____



I smelled _____



I tasted or said _____

