

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: 2nd</b>	<b>Subject: Writing</b>
<b>Materials: Pencil, Paper, Sketches, Computer</b>	<b>Technology Needed: Computer</b>
<b>Instructional Strategies:</b> <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) <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	<b>Guided Practices and Concrete Application:</b> <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:
<b>Standard(s)</b> 2.W.3 Write narratives. a. Recount a well-elaborated event or short sequence of events. b. Include details to describe actions, thoughts, and feelings. c. Use transitional words to signal event order. d. Provide a sense of closure.  2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>Differentiation</b> <b>Below Proficiency:</b> For students who are below proficiency, I will be helping them one on one with their writing during the 20-minute writing block. I will also make sure to model my writing and explain the writing process thoroughly for those who are below in writing. I will do this by thinking aloud my writing process. I will also be working with Mrs. Petrik during her writing interventions in the morning. At this time the students are writing about the story they have read, working on their narratives, or doing a free write. At this time, I will help them in using describing words, making sure the setting and characters are introduced,  <b>Above Proficiency:</b> For students who are above proficiency, I will challenge them during writing time to write more than 4-5 sentences or encourage them to start on their next sketch. During the lecture, I will call on them to provide me with describing words and strong action verbs. This will help challenge them in finding describing words themselves.  <b>Approaching/Emerging Proficiency:</b> For those who are approaching and emerging, I will be working with Mrs. Petrik during their interventions. At this time, I will be looking to see if the students are using describing words, provided the setting, and are writing good complete sentences. I will also pair them with students who are above proficiency to challenge them to think about more describing words and painting a picture in your head.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> For visual learners, I will be modeling narrative writing by writing out the beginning of my story introducing the setting and the characters. I will also be reading a book with pictures to go along with the setting characters. Visual learners will be able to look and picture in their head what they need to be writing in their narrative.</li> <li>• <b>Auditory:</b> For auditory learners I will be reading a story that they are listening to. I will also be talking out loud throughout the process of my writing. Auditory learners will be able to listen to what I'm saying and apply to when they are writing their narrative story.</li> <li>• <b>Kinesthetic:</b> Before the lesson, students will be doing a quick GoNoodle. This will help them get their 'wiggles' out before the lesson and also help them be more engaged when being taught the lesson. I will also have them do</li> </ul>
<b>Objective(s)</b> By the end of the lesson, students will be able to recount a well-elaborated or short event by creating a narrative about their life story.  By the end of the lesson, students will be able to include details, describe thoughts, actions and feeling, by watching me model incorporating describing words and action verbs into my narrative and then going back to their desks and creating/writing under their sketches.  By the end of the lesson students will be able to focus on their narrative topics and editing by leaving areas on their pages to come back and add more detail in their writing.	
<b>Bloom's Taxonomy Cognitive Level:</b> Creating	

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	<p>turn and talks and group discussions. This will help keep them engaged.</p> <ul style="list-style-type: none"> <li>• <b>Tactile:</b> Tactile learners are hands on. I will model the writing and go through it with them, and then they will actually do the writing themselves. Writing lessons are very hands-on because the students are doing the writing and also drawing pictures about their writing.</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>Large Group Discussion/Instruction</p> <ul style="list-style-type: none"> <li>• Students are active listeners</li> <li>• Sitting in their assigned spots</li> <li>• Their voice level should be zero when the teacher is talking</li> </ul> <p>Turn and Talks</p> <ul style="list-style-type: none"> <li>• Everyone should participate</li> <li>• They should still be using inside voices</li> <li>• Focus on answering the questions</li> </ul> <p>Going Back to Tables</p> <ul style="list-style-type: none"> <li>• Students should go back after each color is dismissed to return their things to start the next lesson</li> </ul> <p>Materials</p> <ul style="list-style-type: none"> <li>• Pens/pencils/paper should be used appropriately, not thrown or stomped on</li> <li>• Use materials only when prompted to</li> <li>• Do not play with materials while teacher is talking</li> </ul> <p>Transitions</p> <ul style="list-style-type: none"> <li>• Class Class Class, Yes Yes Yes</li> <li>• One, Two, Three eyes on me</li> </ul> <p>Group Work</p> <ul style="list-style-type: none"> <li>• Group up with students at their table</li> </ul> <p>Turn and talk with their neighbor</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>Large Group Discussion/Instruction</p> <ul style="list-style-type: none"> <li>• Students are expected to be active listeners</li> <li>• Their voices should be off when the teacher is talking</li> <li>• They should not be touching or bumping into other friends</li> <li>• Their masks should be on</li> </ul> <p>When Their Peers are Talking</p> <ul style="list-style-type: none"> <li>• Students are listening to their classmates and waiting their turn to speak</li> </ul> <p>Turn and Talks</p> <ul style="list-style-type: none"> <li>• Students are still using their inside voices</li> <li>• All students are participating appropriately (Talking about the questions being asked, not what they had for breakfast)</li> </ul> <p>When Using Materials</p> <ul style="list-style-type: none"> <li>• Students should only use them when told</li> <li>• They should be put aside during the lesson</li> <li>• They should not be thrown around or stomped on</li> </ul> <p>Review/ Clean Up</p> <ul style="list-style-type: none"> <li>• Students will respectfully return their materials and walk back to their table and be ready to start the next lesson in a timely manner.</li> </ul> <p>Transitioning</p> <ul style="list-style-type: none"> <li>• Students voice level should be low when going to a new activity</li> </ul> <p>They are expected to be listening to the directions and should know what is happening next.</p>
<b>Minutes</b>	<b>Procedures</b>
<b>2</b>	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>• Set up writing camera</li> <li>• Grab catching firefly’s book</li> <li>• Grab my writing lists and sketches</li> <li>• Have the Narrative Writing list up on the computer ready to be on the board</li> </ul>
<b>3</b>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>• “I would like everyone to come to their carpet spots, we are going to start are writing lesson! I am going to set the timer for 2 minutes, if you get to the carpet on time, you will get a DoJo point!”</li> <li>• “Good afternoon Second Graders! Today we are going to continue to with our narrative writing!”</li> <li>• Who can tell me what a narrative is again? (a narrative is a small story or event that happened in your life)</li> <li>• “Right! A narrative is a story about your life! Today we are going to start writing our narratives. With me today I brought my list and my sketches. While you guys were creating a list on Monday about your life stories, I was creating one too! (Show list to class)</li> <li>• For my life story I am going to talk about making Christmas cookies with my mom and sister! When I was brainstorming about my narrative, I used my hand just like you guys did on Monday and Tuesday when you created your sketches! (point at each finger and explain my five main points/sketches in my story. With each point I created a sketch that goes along with it!</li> </ul>
<b>15-20</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• Before we start writing today, we are going to learn about how we write a good narrative</li> <li>• Today I brought with me a narrative. This book is called FireFlies! By Julie.</li> <li>• In this book Julie is telling a story about a time in her life when she caught Fireflies. I chose this book because Julie does such a great job explaining her story and I wanted to share it all with you, to help us write good narrative stories.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Let's start with the first page, when I am reading, I want you guys to listen and see how Julie writes that makes the book a good narrative piece! (read the first page of book)</li> <li>• Okay so when I was reading, I noticed that Julie mentions what time of day it is, she says that it's evening. Julie also mentions her character, which is herself, by saying I and also drawing a picture. Julie is also giving us the setting, she's in her house looking through the window at her backyard.</li> <li>• So after reading this first page I think it's important to have our setting/time of day, and our characters.</li> <li>• Let's go back to reading our book and see what else makes a good narrative</li> <li>• (Read the next page)</li> <li>• Alright, so on this page I noticed that she is also giving us the setting, her backyard, again. When I read this, I can also paint the picture in my head! She says it is growing dark, so in my head I picture the sun setting. She also explains her tree house as a black shape. So, the picture in my head is the sun setting and almost a shadow like shape of the tree house is all she sees. So, I think painting a picture in the readers mind and using describing words is also important for a good narrative. Let's write that on our char.</li> <li>• Now let's read our last page.</li> <li>• (read book)</li> <li>• Alright so what first sticks out to me is the word "flickered" she is using strong verbs to say what she saw! By using flickered, I picture in my mind something flashing and then gone! So, I think we should add using strong action verbs to our list of making a good narrative!</li> <li>• Okay let's go over our lest before we start writing.</li> <li>• (go over list)</li> <li>• Now that we know what makes a good narrative, I'm going to take my first sketch and start writing</li> <li>• So looking at my sketch I see that I have a sun so I know it was bright and early in the morning. I also have the word excited because I love Christmas and I love to bake. I drew pajamas because we were all wearing Christmas PJS and I also drew my table with the ingredients! Now that I look at this, I am picturing that morning in my head</li> <li>• Hmmm how could I start my narrative.</li> <li>• I could say I got out of bed and ran to the kitchen. I don't like the word got; I want to use a more describing word. Ooo I could say I hopped out of bed and sprinted to the kitchen.</li> <li>• Continue on and asking the students for better ideas of describing words</li> <li>• At the end of writing, go through and check to make sure you have all the things on the chart that make a good narrative</li> </ul>
<b>20-25</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• At this point students will be going back to their desks and writing underneath their first sketch</li> <li>• They need to include the setting, characters, strong verbs, and describing words</li> <li>• During the explore time I will be walking around the room and looking for strong sentences, participation, hard work, describing words, strong verbs, and setting/characters.</li> </ul>
<b>3</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• Okay mac n cheese "everybody freeze" or 123 eyes on me</li> <li>• When I say go, I want everyone to take their first sheet and come to your carpet spots</li> <li>• Okay let's take a quick look back at our chart. First, we have our setting and characters. I want you to put your thumb to your chest and put a thumbs up if you have your settings and characters, a thumb sideways if you have part of your setting and characters, but you're not sure, and a thumb down if you don't have your setting and characters.</li> <li>• Do this for the next to narrative points</li> <li>• Okay great work today second graders I saw some great writing stamina. When I say go I want you to put your sketches back in your drawer and go back to your table spots because it is time for library.</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>My formative assessment will be while the students are writing. I will be able to observe and see if they are using describing words. If they have their setting and their characters within their stories. They will also be using their photos to help write their story.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>For my summative assessment I will have the students come back to the carpet and do their thumbs up, sideways, down. This will show me if they are including the main parts that are in a narrative paper. By the end of the story, the summative assessment will be the student's story. I will be looking for the 5 main parts and that they go with their pictures. They should be using describing words to explain characters within their story.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>I was really excited to do this lesson! As I was excited, I was nervous too because writing is a lot of modeling, and I didn't want to lose students engagement. What I thought went to the best was reading the book to see what makes a great narrative. Instead of me just telling the students</p>	

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what makes a great narrative, I liked that I used examples and showed that I was thinking in my head "hmmm how does the author show me the setting and the characters?" I thought the students responded well to this and it helped them when they were writing. The students learned what makes a good narrative piece, using describing words and verbs. I know that they learned this by walking around and seeing the describing words and by doing a self-assessment at the end of the lesson. A change I would make are the assessments. I really liked the self-assessment, but I would add more throughout the lesson to see that the students are understanding and learning the content. One thing I thought of to add is sticky notes. I would give each student a sticky note and after learning about describing words, I would have them write one down and then give them to me at the end of the lesson. This shows me if they understand describing words or verbs and can come up with them on their own when they are writing. Another thing I would like to add is what I talked about with Dr. Miller after my lesson. She had mentioned making it more interactive by using the active board. I could have a sentence on the board without any describing words. I would then put a list of 4-5 describing words at the bottom of the board. The students could then go up and drag or circle a good describing word that would go in that sentence! I really liked this idea, and the students love coming up to the board and interacting with each other during the lesson. Another thing I thought went well in my lesson is the discussion. When I modeled writing my paper, I discussed with them what they thought I should put next in my story. I asked what they did when they were excited. They said happy, running around, and jumping. So, I then asked how could I write that in my story? They responded very well with this and gave me describing words to add into my narrative. It felt more of a discussion and collaboration, which is what I wanted with this lesson. Also, these students do not like to write, it is not their favorite subject and they have a hard time having good writing stamina. After the lesson they all wrote very well, and they used descriptive words! This made me overjoyed because I knew they learned something from my lesson, and they don't usually like writing and had great stamina! I really enjoyed teaching this lesson and I would definitely use this lesson plan again.