

Lesson Plan Template

Learning Segment Focus: Writing narratives using descriptive details

Lesson 1 of 1

Topic: Writing Narratives

Date 5/1/21

Grade: 4

Student Outcomes

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| Specific learning objectives for this lesson. | Students will apply knowledge about descriptive adjectives and adverbs to writing. Students will practice using correct grammar and sentence structure in writing. |
| Justify how learning tasks are appropriate using examples of students' prior academic learning . | Students have learned how to describe nouns previously. Students have learned correct punctuation and sentence structure previously. |
| Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets . | Students have been hearing and reading narrative stories since infancy. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the content? | Narrative, describe, peer edit, rough draft, revisions |
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Academic Language Support

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| What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ? | Students have been learning all of the knowledge that goes into writing a paper, so this assignment allows them to apply that knowledge to their own creation. The key vocabulary will be discussed prior to starting the assignment and used throughout. |
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Materials

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| Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Youtube video, computer, printer https://www.youtube.com/watch?v=5E51SVojTpY |
| Materials needed by students for this lesson. (computers, journals, textbook, etc.) | Computer, Microsoft word, pen |

Lesson Timeline with Instructional Strategies & Learning Tasks

| Amount of Time | Teaching & Learning Activities (This should be a BULLETED LIST) | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED) |
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| 5 minutes | <p><u>Introduction:</u></p> <p><u>Watch Video</u></p> | <p>We will watch the youtube video that tells us how to create a personal narrative.</p> |
| <p>Day 1 1 hr</p> <p>Day 2 1 hr</p> <p>Day 3 30 minutes</p> | <p><u>Instruction:</u></p> <p>Create an outline</p> <p>Begin writing a rough draft</p> <p>Finish rough draft</p> <p>Peer Edit</p> <p>Final Copy</p> | <p>Students will use word to create an outline. This will include what time in their life they want to write about and details they will use in their story.</p> <p>Students will begin writing their rough draft.</p> <p>Students will finish their rough draft and we will print the papers.</p> <p>Peers will use a pen to edit the rough drafts.</p> <p>Students will add their revisions and print their final copy.</p> <p>*I will be walking around and assisting.</p> |

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| Day 3 20 minutes | Closure: Sharing | Students will be able to share their stories with the class. |

Technology Integration

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| Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together. | The technology in this lesson is the youtube video and Microsoft word. The youtube video is a good introduction. It is instructional and quick. It explains what the students need to know before they begin writing. Using word helps students’ writing to be neat and readable. It gets students used to typing as well. |
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Accommodations/Modifications

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| How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.) | I can assist anyone if necessary. Also, the time allowed for the assignment can be extended if needed. |
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Differentiation

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| How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.) | The video is audio and visual explicit instruction. The peer review helps students to practice identifying grammar mistakes and give constructive criticism. |
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Assessments: Formative and/or Summative

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| Describe the tools/procedures that will be used in this lesson to monitor students’ | <input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative | I will walk around and ask questions, give feedback, etc. |
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| learning of the lesson objective(s) (include type of assessment & what is assessed). | <input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative | Students will turn in their personal narratives. They will be graded with a rubric. |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |

Research/Theory

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| Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research . | <p>“Peers learn to write more effectively from the act of providing constructive feedback to others than from just reading or rating documents</p> <p>Document revisions tend to be better when based on multiple-peer feedback than from single-expert feedback”</p> <p>https://www.lrdc.pitt.edu/schunn/research/peers.html</p> |
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Lesson Reflection/Evaluation

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| <p>What went well?</p> <p>What changes should be made?</p> <p>How will I use assessment data for next steps?</p> | <i>TO BE FILLED IN AFTER TEACHING</i> |
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
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