

Lesson Plan Template

Learning Segment Focus: Writing

Lesson: 1 of 1 **Topic:** Writing Prompt **Date:** 4/27/21 **Grade:** First Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will use magnetic poetry to get their minds rolling for the writing prompt. Students will use a Rocket notebook to brainstorm about their topic. Students will write a prompt based on the topic they were given. Students will share their story to the class.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students will already be very familiar with writing based off the topic they are given. This lesson will allow them to put that into practice by writing an actual story.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	This is a lesson that perfectly allows children to include their personal experiences, culture, community, and life experiences into what they are writing, and then allowing them to share them to the class.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Writing Prompt Brainstorm Idea Adjective Memory
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Academic Language Support

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	This lesson allows them to understand their key vocabulary terms by actively doing those verbs. They will be creating a writing prompt, brainstorming, coming up with ideas, using adjectives to create poetry, and pondering on memories to write a creative story. I will discuss these key vocabulary terms with them, but they will understand them and put them to practice throughout the entire lesson. I will assist students in any way that is
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<p>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)?</p>	<p>needed by making sure that they are very familiar with these words. Syntax, vocabulary, and discourse is all incorporated in this lesson by simply allowing them to understand these key terms through instruction and hands on activities.</p>
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Materials

<p>Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p><u>Magnetic Poetry</u> Internet Connection Computer Projector Smart Board Writing Prompt Ideas</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Rocket notebook Rocket notebook Pens Water Cloth iPad</p>

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)
<p>25 minutes</p>	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> - Use a tool to create poetry with site words, ideas, and adjectives to prepare for their writing prompt. 	<p>Students will be introduced to this lesson by all sitting on the carpet and as a class we will explore with <u>Magnetic Poetry</u>. I will pull magnetic poetry up on the board and I will show them what to do (They will drag different words to the center of the board to create poetry) and then I will allow every student to come up and create their own poem. This will allow their minds to begin rolling with words, adjectives, and ideas for the rest of the lesson.</p>
<p>45 minutes</p>	<p><u>Instruction:</u></p>	<p>I will allow the students to grab a Rocket Notebook and go to their seat. I will have a</p>

	<ul style="list-style-type: none"> - Use rocket books to brainstorm their ideas about their writing prompt - Write prompt - Scan to text - Erase notes and prompt 	<p>cup filled with writing prompts that I will draw for every child. A prompt might be:</p> <ul style="list-style-type: none"> - Describe your pet. - What is your favorite thing to do after school? - What do you want to do when you grow up? <p>Every child will go to their seat and brainstorm ideas, words, facts, adjectives, and memories to write about.</p> <p>As they are brainstorming, I will bring their instructions to them. They will be required to</p> <ul style="list-style-type: none"> - name their topic - supply some facts or memories about their topic - provide closure <p>Their required number of sentences will be included as well.</p> <p>When they are all done brainstorming, they will be directed to flip their page and begin writing their prompt using all their brainstorming ideas. If they need to, they are allowing to flip back and forth through their notes to see what ideas they came up with.</p> <p>When they are done, I will direct them to scan their notebook to text, with their iPad and they will print their reading prompt. (They are familiar with this). Then, they may erase their notes and writing prompt.</p>
<p>20 minutes</p>	<p><u>Closure:</u></p> <ul style="list-style-type: none"> - Share prompts with the class 	<p>Every child will be encouraged to share their prompt idea, and then read their creation to the class. We will clap for each classmate!</p>

Technology Integration

<p>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.</p>	<p><u>Magnetic Poetry</u> is a tool that I will use in this lesson that will allow my students to get their minds generating ideas, and for them to be exposed to a lot of adjectives. This also allows their learning objectives to be fulfilled by generating the ideas in in their head needed for their paper later in the lesson. This fits well into the lesson because it is unique, yet simple and allows a variety of ways to brainstorm ideas.</p> <p>Rocket notebooks is what I will use for Brainstorming Ideas. Rocket notebooks fascinate the students (and me) and allows them to be fascinated with them, where they will more than likely be fascinated and eager to brainstorm. Rocket notebooks allow you to save paper, scan to text, and have a neat place to brainstorm ideas, and easily erase the ideas you simply do not want. This will most definitely enhance my lesson and allow students to be exposed to a new kind of technology.</p> <p>These technologies fit together so well because they all allow every learner to see, hear and do while they are learning.</p>
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Accommodations/Modifications

<p>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.)</p>	<p>Considering I do not know what specific IEP’s I might have; I do not know how I will specifically accommodate my students or modify this lesson.</p> <p>However, if a child has a learning disability, I could allow someone, or myself to assist them as they navigate through the activity.</p> <p>I could allow them to sit closer to the board if they cannot see as we play with Magnetic Poetry.</p> <p>I can make sure that every child always understands what we are learning and has instructions in front of them.</p> <p>I could provide extra time and assistance for struggling students.</p> <p>If a child simply did not feel comfortable sharing their piece of writing to the class, I would not make them.</p>
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Differentiation

<p>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.)</p>	<p>Magnetic Poetry and Rocket notebooks are both incorporations to this lesson that allows students to be creative and use them how they would like. I will provide explicit instructions and any other materials needed that will allow a child to learn better, easier, and more effectively.</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>As my students are reading their writing, I will be able to examine how well that student understood the topic and I will take notes on the next steps that need to be taken.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>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>	<p>Research shows that for children to understand something or get well at something, they simply must do it. Even though it will not be perfect because it will be their first time, this will allow students to begin practicing those writing skills.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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