

Name Hannah Cunningham

## Lesson Plan Template

Lesson Segment Focus Informational Writing Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed Informational Writing: Observing the Writing Process

Date \_\_\_\_\_ Grade 5<sup>th</sup> ELA

### Student Outcomes

Specific learning objectives for this lesson.	Students will observe the writing process as they write an informational paragraph. Students will evaluate their writing and analyze it for errors, structure, and meaning.
Describe the connection to previous lessons.	Students will understand the functions of informational writing. Students will use their knowledge of grammar, sentence structure, and organization during the writing process.
Knowledge of students background (personal, cultural, linguistic, or community assets)	Students have all written an informational piece or spoken about a topic in an informational way. Each child holds their own sources of information. Each has unique experiences and exposure to certain things. Some information may reflect cultural background. Others may exhibit connections to the community.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	The Writing Process, Prewriting, Drafting, Editing, Revising, Publishing, Informational
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	Students will refer to the EBook for information regarding the academic vocabulary. This EBook will assist students in understanding the Writing Process as a whole as well as each individual step.
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### Materials

Materials needed by teacher for <b>this lesson</b> . (such as books, writing materials, computers, models, colored paper, etc.)	EBook, Brainstorming handout
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Materials needed by students for <b>this lesson</b> . (computers, journals, textbook, etc.)	EBook, Paper, Pencil, Peers, Brainstorming sheet
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**Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<p><b><u>Introduction:</u></b></p> <p>Acquaintance with Informational writing and prompt.</p>	<p>I will start the lesson by telling the students that they will do a writing prompt. I will tell them that it will be an informational piece of writing. I will then give them an example:</p> <p style="text-align: center;">Dogs</p> <p>Dogs are mammals. They have four legs, fur, and bark. Dogs can be pets or they can survive in the wild. Dogs eat meat and drink water. Dogs love to run, play, and eat. There are many types of dogs. The different types of dogs are called breeds. There are Chihuahuas, Hound Dogs, Bull Dogs, and many others. Some dogs are big, and some are small. Dogs are very active animals.</p> <p>Next, I will give the students the following prompt.</p> <p>Write an informational paragraph over a topic of your choosing. Be sure to be descriptive and thorough about your topic. Pretend like the audience does not know about your topic. Use this paragraph to explain your topic to your audience.</p>
	<p><b><u>Instruction:</u></b></p> <p>Writing Process</p>	<p>I will give a brief review of the writing process. I will tell my students to refer to the EBook I have provided to them for help.</p> <p>First I will hand out a brainstorming sheet for the students to use. On this sheet, students will write down topics for their paragraphs. I will instruct my students to make sure and organize their prewriting for an easier transition into the next step.</p> <p>I will then encourage my students to draft their informational paragraph. I will make sure to stress that there can be mistakes and errors in this draft.</p> <p>I will then have students team up with a peer and revise one another's paper. Students will be instructed to look for ways to improve the writing. Students will give suggestions to peers. Students will be responsible for revising their own paragraphs.</p> <p>Next, students will edit their informational paragraphs using the common edit marks included in the ebook. Students will also partner with a peer and edit as well.</p>

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
		<p>In both the revising and editing steps, students will fill out peer evaluations. Students will also self evaluate by looking at the ebook and assessing their own work.</p> <p>Students will then be instructed to develop their writing using each phase of the writing process. All students must refer to the EBook and at least two peers before asking the teacher.</p>
	<p><b>Closure:</b> Presentation of the Informational Paragraphs</p>	<p>Students will present their informational paragraphs to others by reading them aloud in small groups of five.</p>

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>Some students may need extra support during this writing process. Students may need a list of topics to consider before coming up with their own topic. Other students may need help in each step of the writing process. It will be important to make sure students are sitting with peers that are willing to help.</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?</p>	<p><b>Some students may need to write a whole paper. This would be for my higher achieving students.</b></p> <p><b>Other students may need to type their paragraph on a computer to help in the editing process. Others may need help with sentence structure. I could provide students with sentence starters, transition words, and good descriptive words.</b></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 &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Peer assessments will be completed after editing and revising to ensure that all students are capable of helping others with writing thus signifying their knowledge of the writing process.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>The students will turn in their paragraph. This will allow me to see if students polished their writing through the writing process.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

**Research/Theory**

<p>Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)</p>	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<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&ql=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>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;  
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