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| **Lesson Content** | | | | |
| **What Standards (national or state) relate to this lesson?**  (You should include ALL applicable standards. Rarely do teachers use just one: they’d never get through them all.) | | LAFS.2.L.1.2:  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize holidays, product names, and geographic names. 2. Use commas in greetings and closings of letters. 3. Use an apostrophe to form contractions and frequently occurring possessives. 4. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 5. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | |
| **Objectives- What are you teaching?**  (Student-centered: What will students know and be able to do after this lesson? Include the ABCD’s of objectives: action, behavior, condition, and degree of mastery, i.e., "C: Given a sentence written in the past or present tense, A: the student B: will be able to re-write the sentence in future tense D: with no errors in tense or tense contradiction (i.e., I will see her yesterday.)."  Note: Degree of mastery does **not** need to be a percentage.) | | * Students will include all components of a friendly letter in their letter. * Students will include at least three details or examples in their letters. * Students will understand the importance of details in letter writing | | |
| **Evaluation Plan- How will you know students have mastered your objectives?**  Address the following:   * What formative evidence will you use to document student learning during this lesson? * What summative evidence will you collect, either during this lesson or in upcoming lessons? | | Students would be assessed through both formative and summative means.  Formative Assessment:   * I will monitor student progress as they write in their conversation calendars. * I will walk around the classroom to monitor conversation and progress. * I will ask guiding questions throughout to ensure that students are on the right track. * I will ask for thumbs up to see if everyone understands – for those who do not have a thumbs up, I will explain again. * I will ask students to guess what comes next in the PowerPoint. This will show that they understand.   Summative Assessment:   * I will assess each student’s friendly letter to ensure that he or she has at least three highlighted details. | | |
| **Lesson Implementation** | | | | |
| **Step-by-Step Plan**  (What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.)  Where applicable, be sure to address the following:   * How will materials be distributed? * How will students transition between activities? * What will you as the teacher do? * What will the students do? * What student data will be collected during each phase? * What are other adults in the room doing? How are they supporting students’ learning? * What model of co-teaching are you using? | Time  5 minutes  1 minute  2 minutes  5 minutes  5-6 minutes  2 minutes  5 minutes  3 minutes  2 minutes  1 minute  10 minutes | | Who is responsible (Teacher or Students)?  Teacher  Students  Teacher  Students  Teachers/Students  Teacher and Students  Students  Teacher  Teacher  Teacher  Students | Each content area may require a different step-by-step format. Use whichever plan is appropriate for the content taught in this lesson. For example, in science, you would detail the 5 Es here (Engage/Encountering the Idea; Exploring the Idea; Explanation/Organizing the Idea; Extend/Applying the Idea; Evaluation).   1. Students will quickly sing the “friendly letter song” in order to refresh their memories on the components that should be in letters. 2. I would then ask students to get their learning board materials out. 3. I would introduce the topic for the day, which is adding details and examples to their friendly letters. 4. I would then ask students to write on their learning boards what they think a detail is. I would give them a minute and then ask them to “Show what they know.” I would scan the answers and call on specific people. I would then repeat this process but instead ask why they think details are important. 5. A PowerPoint would then be presented that shows the importance of details. Students could be called on to give input on details they can give about “Spot” for each new slide. (See attached PowerPoint) 6. Students would then call out what they have been doing in school this week, and would plan what they would write in their conversation journals. 7. Students would then be given a template (See attached word document) to fill it out 8. I would then model a letter on the elmo and include three examples or details. I would highlight these details and instruct students to do the same when they are writing their letters. 9. Students would be instructed table by table to get their conversation journals and return to their seats. 10. Students would self evaluate – some would go to rally coach, some would work individually and some would work with a peer. 11. Students would then write their friendly letters, following the template that they had filled out and would highlight their details or examples. I would monitor progress and walk around to assess. |
| **Meeting your students’ needs as people and as learners** | **If applicable, how does this lesson connect to the interests and cultural backgrounds of your students?**  Students are free to choose what they want to talk about, as long as it pertains to school. Thus, they are not limited by a certain topic. They can also choose what details they would like to add. | | | |
| **Differentiation—based on the needs of your students how will you take individual and group learning differences into account.** | When students self evaluate, they will choose the best option to do the assignment based on their learning differences. If I believe that a student did not self evaluate himself correctly, I will place him in the correct category. | | | |