|  |
| --- |
| **Campbellsville University**  **School of Education** |
| **Source of Evidence 2: Lesson Plan** |
| **Name:** Abby Harnack **Date of Observation:** N/A **CU Course:** ED 450 – Student Teaching  **Ages/Grades Number of Number of Number of Number of**  **of Students: Students in Students Gifted Students**  First Grade  **Class:** 19  **having IEP:** 0 **Students:** 0 **having ELL:** 0  **Lesson Title:** Writing Workshop |
| **1. Context: Describe the Students for which this Lesson is designed (1B)**  Identify your students’ backgrounds, special needs, cultural differences, interests, and language proficiencies.   * The majority of my students come from a healthy and supportive home. This is found more often in Christian schools such as KCA. The parents of one of my students are going through a divorce. Another student’s father is overcoming serious medical concerns due to a drug overdose. No student has an IEP. One of my students has some hearing difficulties and receives speech therapy. There are very few cultural differences due to all students being Caucasian except for one. As a whole, my students enjoy the outdoors, working with their hands, and learning while moving. Overall, the students are mature for their grade level. |
| **2. Learning Target (s)/Objectives (1.A & C)**  a. Previous lesson’s learning targets/objectives **(**Connect each target/objective to the appropriate state curriculum/content area standards)   * Language Standard:   Writing Standards K-5 – Grade 1 Students – Text Types and Purposes – 2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   * Language Unit Objective:  1. Students will be able to write an informative piece on a specific planet in order to earn 20 points on a rubric.  * Lesson Objective:   Students will be able to list the three parts of an informative/explanatory text.   * Learning Target:   I can list the three parts of an informative text.  b. Current lesson’s learning target (s)/objective (s). (Connect each target/objective to the appropriate state curriculum/content area standards)   * Language Standard:   Writing Standards K-5 – Grade 1 Students – Text Types and Purposes – 2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   * Language Unit Objective:  1. Students will be able to write an informative piece on a specific planet in order to earn 20 points on a rubric.  * Lesson Objective:   Students will be able to fully complete a self-assessment using the *God’s Planets* Class Book Page rubric.   * Learning Target:   I can self-assess my page for our *God’s Planets* Class Book.  c. Next lesson’s learning targets/objectives (Connect each target/objective to the appropriate state  curriculum/content area standards)   * Science Standard:   1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.   * Science Unit Objective:  1. Students will be able to earn 10 points by using observations to describe patterns related to the moon.  * Lesson Objective:   Students will be able to score an 80% on an independent Studies Weekly activity involving characteristics of the Moon.   * Learning Target:   I can use my Studies Weekly to answer questions about the Moon. |
| **3. Students’ Baseline Knowledge and Skills (1.B & F)**  Describe and include the pre-assessment(s) used to establish students’ baseline knowledge and skills for this lesson.   * In order to establish students’ baseline knowledge and skills for this lesson, a twenty-question multiple-choice pre-assessment was given to students. Students were required to make observations in order to correctly answer the questions. Each question aligned to a specific objective. Students performed best on Science Unit Objective One. Students performed the worst on Science Unit Objective Two. The majority of the students assessed themselves as a two. |
| **4. Formative Assessment (1F)**  Describe and include the formative assessment(s) to be used to measure student progress during this lesson.   * Formative Assessment – Students will not complete a formative assessment for this lesson. By the end of this lesson, students should have their personal pages for our *God’s Planets* class book complete. These pages serve as one of the unit’s summative assessments. The students’ pages will be used to determine how many of the students successfully met the unit’s language objective one. * Self-Assessment – Students will self-assess their personal pages for the class book using the provided *God’s Planets* rubric. Students will be expected to read and score themselves for each criterion. The points for each criterion should be added up to make a total number of points for the self-assessment. I will summatively assess the students’ pages using the same rubric. * Differentiation – Since there is no formative assessment, it is not differentiated. However, the pages students are to create for the class book include both a written portion and a drawing portion. This appeals to two types of learners. Also, visual learners will enjoy having a rubric to use for self-assessment purposes. |
| **5. Resources (1D)**  Identify the resources and assistance available to support your instruction and facilitate students’ learning.   * God’s Planets Rubrics * Book Writing Pages * Book Drawing Pages * Pencils * Crayons * Planet Facts Books * Planet Grouping List |
| **6. Lesson Procedures (1E)**  Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students’ needs, interests, and abilities.   * Co-Teaching Model – Teaming   Throughout the entirety of this lesson, Mrs. Ward and I will implement the co-teaching strategy of teaming. We will make sure each student finds their group members. We will both guide students as they continue writing their page for the class book. Together, we will help students organize their ideas and complete their writing piece. The goal is for each student to have their pages finalized by the end of this lesson. Hopefully, through the use of teaming, Mrs. Ward and I will be able to help the students accomplish this goal.   * *God’s Planets* Class Book Recap – 3 minutes   We will begin the lesson by reminding students of the writing assignment. Students will be asked to group themselves with their “planet buddies” from the prior lesson. Mrs. Ward and I will pass out the planet fact books and the students’ book writing and book drawing pages. Students will be expected to begin as soon as they get their work from the previous day.   * Writing Workshop – 22 minutes   Students will be given this time to finish their book writing page and book drawing page. As before, students should work with their “planet buddies” to organize their facts. The majority of students should already have a good start on their pages for the class book. Mrs. Ward and I will work with the groups and individual students who are the farthest behind in the writing process. We will make ourselves available to answer any questions. The goal is to effectively challenge students. We do not want students to reach their frustration level. Once a student completes both their writing and drawing page, that student will be encouraged to help any of their “planet buddies” with their writing. Such students can help find facts and organize ideas, but they cannot do the work for their peer.   * *God’s Planets* Class Book Pages Self-Assessment – 5 minutes   Once the majority of the class has finished the writing assignment, students will be expected to self-assess their book pages using the provided rubric. We will read through the criterions together. Students will be able to use their math skills by adding up the points from each criterion. Each student should have a total number of points for their self-assessment of their two book pages. The book pages and self-assessed rubrics will be turned-in by each student. During my free time, I will work on putting all of the pages together to create a class book. Once complete, I will present it to the class. Students will be encouraged to flip through the pages to learn more about the planets.   * Differentiation:   This lesson solely focuses on completing the summative writing assignment for language unit objective one. The assignment includes both a writing portion and drawing portion which appeals to two sets of learners. Students will individually write a piece which meets the needs of intrapersonal learners. However, students are grouped according to their planet. Facts are researched and shared between group members. Such group work will appeal to interpersonal learners. As stated previously, self-assessing with a rubric will benefit visual learners.   * Thinking Tasks:   Specific thinking tasks will not be given during this lesson. Students will be expected to solely focus on completing their writing assignment.   * Accommodations/Modifications:   No student within my class has an IEP. Therefore, specific accommodations or modifications do not need to be provided to any of my students. Students will be grouped according to their reading and writing ability for the *God’s Planets* class book. Students with lower abilities will receive a greater amount of assistance during the researching and writing process. Mrs. Ward and I will implement the co-teaching strategy of teaming in order to best meet the needs of our lower students. |
| **7. Watch For**  If the lesson were observed what would like specifically like the observer to watch for:   * I would like the observer to watch for two specific things during this lesson. First, I would like the observer to determine how well Mrs. Ward and I allot our time. Do we work with the students who need the most help? Do we spend too long assisting one student? Second, I would like the observer to watch the students as they self-assess their work using the rubric. Do the students take it seriously? How many of the students rush simply to get a total? |