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| **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:** Informative Writing |
| **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)   * 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 20 points by using observations to describe patterns related to the sun and solar system.  * Lesson Objective:   Students will be able to write a specific fact about two different planets.   * Learning Target:   I can write facts about planets.  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 list the three parts of an informative/explanatory text.   * Learning Target:   I can list the three parts of an informative text.  c. Next 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 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. |
| **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 list the three parts of an informative piece of writing. Students will list the parts on notebook paper. The parts should be written in the appropriate order. Students will be asked to use invented spelling when listing the parts. If I can’t read a student’s writing or understand their spelling, the student will be asked to read their written answers to me. * Self-Assessment – Students will use the following key to self-assess their work.   Snowman with One Snowball – I know one part of informative writing.  Snowman with Two Snowballs – I know two parts of informative writing.  Snowman with Three Snowballs – I know three parts of informative writing.   * Differentiation – If students would prefer to state the parts of informative writing, they may ask not to write the parts. Some students may feel less confident about the assessment since it involves writing. Mrs. Ward and I will listen to the students who decide to state the parts orally. This assessment has been differentiated by providing students two choices for how to complete the lesson’s formative assessment. |
| **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   After the mini-lesson and class book introduction, Mrs. Ward and I will implement the co-teaching strategy of teaming. We will work together to group students according to their assigned planet. We will both guide students through the writing process. Together, we will help students organize their ideas. This writing assignment will be a challenge for these students. Hopefully, we will be able to effectively meet students’ needs and encourage students through the use of teaming.   * Informative Writing Mini-Lesson – 5 minutes   I will teach a mini-lesson on informative writing. I will ask students to brainstorm the ways in which informative writing is different from other types of writing. In order to connect the content to students’ life experiences, I will ask students to share what kinds of informative writing they have read in the past. I will ask students to share what they liked and disliked about the type of writing. Students will be asked to think of the reader’s perspective and the writer’s perspective when it comes to informative pieces. I want students to consider such writing from various perspectives. After explaining the purpose of informative writing, I will introduce students to the three distinct parts of informative writing.   * *God’s Planets* Class Book Introduction – 5 minutes   Students will be working together to create a class book about the planets of our solar system. At this point in the lesson, I will introduce students to their task and overall goal. Each student will be assigned a planet. Students with like planets will be given a book about their planet. Together, they will search through the book for important facts about their planet. Students will be encouraged to work together to determine which facts will be covered by which student. After researching their planet, students will begin the informative writing process. Students should first name their planet. Second, students should include three facts and then bring the writing to an appropriate close. A picture of the planet should also be drawn to accompany the writing. Rubrics will be given to each student. Expectations will be clearly stated. Any misconceptions about informative writing or the assignment will be addressed at this time.   * Writing Workshop – 17 minutes   Students will be given the opportunity to begin researching their planet. Students will be expected to communicate with their “planet buddies.” Students will be grouped according to ability. Stronger students will be grouped together. Such organization will allow some groups to work together independently. Mrs. Ward and I will work together to lead the groups of students with lower abilities. This grouping will allow us to facilitate multiple levels of learning. Students will be expected research and write during the entirety of this workshop. Students will be given an additional day to complete their planet page for the class book. Student pages should be finished by the end of lesson five.   * Informative Writing Listing Formative Assessment – 3 minutes   Students will be asked to list the three parts of informative writing. Additional details regarding the formative assessment can be found in an above section.   * Differentiation:   This lesson will meet the needs of several different types of learners. Auditory learners will benefit from the oral informative writing mini-lesson. The rubric including specific criteria for the assignment will appeal to visual learners. Kinesthetic learners will enjoy drawing a picture of their planet to accompany their writing. The needs of interpersonal learners will be met through the researching and discussion with “planet buddies.” Intrapersonal learners will enjoy personally creating their own piece of writing for the *God’s Planets* class book.   * Thinking Tasks:   The following thinking tasks will be given at various points throughout the lesson. I will manage my instruction in such a way that an appropriate amount of wait time will be provided to students in order to promote higher-order thinking.   * Compare informative writing to other types of writing. (higher-order thinking) * What are the three parts of informative writing? * What is the purpose of informative writing? * What is the goal of a rubric? * 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:   * There is one main thing I would like the observer to watch for as we teach this lesson. I would like the observer to determine how well the independent planet group members work together? Do the students stay focused? Are the students discussing unrelated material? Does one student serve as the leader of the group? How difficult is it for the students to find information about their planet? |