

**Lesson Plan Template**  
**Date: 10/14/2020**  
**Mr. Bjelland – Mrs. Bren (AB)**

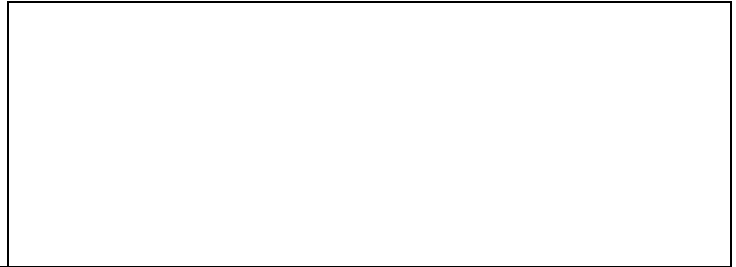
<b>Grade: 2<sup>nd</sup></b>	<b>Subject: Writing</b>
<b>Materials: Pencils, Paper</b>	<b>Technology Needed: Smartboard</b>
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain: Initially, the students will all be asked to sit on the mat in the middle of the room, and we will go over what linking words are and how they are used to help build an opinion piece. After that, they will break down into small groups and work with each other on creating sentences with a linking word in them.</p>
<b>Standard(s)</b> 2.W.1 - Write opinion pieces. a. Introduce the topic or book they are writing about. b. State an opinion. c. Supply reasons that support the opinion. <b>d. Use linking words (e.g., because, and, also) to connect opinion and reasons.</b> e. Provide a concluding statement or section.	<b>Differentiation</b> <p><b>Below Proficiency: Students who are below proficiency will be placed with groups where they have a peer leader. Students who are below proficiency will not be asked to give examples of what they wrote, but if they want to then they are more than able to.</b></p> <p><b>Above Proficiency: Students who are above proficiency will be asked to lead their peers in the small groups (with teacher assistance) and will asked to give examples in class.</b></p> <p><b>Approaching/Emerging Proficiency: Students who are approaching proficiency will be a part of the small groups, and if they are showing a lot of progress or understanding, they may be asked to lead. They will also be asked for some examples as well.</b></p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual: Students will be able to see examples on the board</b></li> <li>• <b>Auditory: Students will be able to hear themselves clapping when they use a linking word</b></li> <li>• <b>Kinesthetic: Students will be clapping in order to help them recognize what a linking word</b></li> <li>• <b>Tactile: Students will be clapping in order to help them recognize what a linking word</b></li> </ul>
<b>Objective(s)</b> 1. By the end of the lesson, students will be able to identify and use linking words (e.g., because, and, also) to connect opinion and reasons by listening to an opinion piece and clapping whenever they are used within said piece. 2. By the end of the unit, students will be able to choose linking words in order to connect opinions and reasons in their opinion pieces and they will achieve this by turning in an opinion paper to their teacher. <b>Bloom's Taxonomy Cognitive Level:</b> <b>Evaluating:</b> Students will be able to review their own sentences and their peers' sentences to make sure that they have a linking word. <b>Creating:</b> Students will be able to create meaningful sentences using linking words.	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will be expected to be at a voice level of zero when I am explaining to them what a linking word is, and while we are providing them with examples. Once we break into small groups and start working on this skill, students will be able to be at a voice level of 2 but will be asked to go no higher than that. Additionally, students will be expected to not sit and chat while they are working in small groups – they will be expected to work well with one another. Student behavior
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> During the lesson, students will have three transitions. In order to obtain their attention within the classroom, I will say to the students "Class, class" to which they respond with "Yes, yes". This is a procedure that has already been taught to them by Mrs. Bren. It will be used as a way to make sure that the students are paying attention to how much time they have remaining, and that we are able to have a smooth transition from one activity to the next. Their first transition will be after they finish their WIN time, and they will be given a five-	

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<p>minute warning before hand, a one-minute warning, and then they will transition. The next transition is when we finish the explain portion of the lesson, which will be when the students will move from the floor to a table or somewhere else in the classroom. Here, they will be asked to quietly get together in their groups, and then go and write sentences with linking words. Their final transition is going to be after the lesson is over, to which the students will be told to wrap up and be told to be ready in five minutes for lunch. Groupings will be simple: above proficient students will help lead those who are below and emerging proficiency.</p>	<p>will be monitored by the teachers during their time in their small groups, as well as during the lesson.</p>
Minutes	Procedures
5	<p><b>Set-up/Prep:</b> Students will have previously been working on WIN, so they will be transitioned from whenever they are sitting (this is said as during WIN time students have flexible seating options). This will be done first by reminding them that they have 5 minutes left of WIN time, then 1 minute, and then after that we will move into the activity. In order to obtain the student’s attention during this time, I will say “Class, class”, to which they will respond with “Yes, yes”. As previously stated, this is a procedure that has already been taught to them by Mrs. Bren.</p>
5	<p><b>Engage (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):</b> On Friday, students did a survey in class based on their favorite outdoor activity. The students will be asked to look at the chart they helped to create and will find their answer. This survey was one of their morning activities they did in class, so Mrs. Bren will have already had the PowerPoint with this information. This will be pulled up in case students do not remember how they answered. Once they find their answer, the teachers (Ms. Wanzek and I) will ask them why it is their favorite outdoor activity and be encouraged to use as many reasons as they can think. After this, we will move into the explanation section of the lesson and begin to talk about what linking words are and why they are important.</p>
10	<p><b>Explain (concepts, procedures, vocabulary, etc.):</b> Students will be shown examples by their teachers as to what our favorite outdoor activity is, and why. For example: “Swimming is my favorite activity because I like being in the water and it can help cool you off during a hot summer day!” We will then write it on the board, underline the linking word (because), and explain to them why this is important when writing or talking about an opinion that they may have. I will say “Linking words are important in helping identify what someone’s opinion is, as it supplies reason. Without doing this, it may leave confusion for your audience as they may not understand why you believe in something.” After they are given a few examples, we will then supply a linking word list as to how many different types of linking words there are (This will include because, however, in addition, also, then, too, and many others (This will be wrote on the board for the students to see)). We will continue to engage with the students, asking about some of their favorite things (anything they want to talk about) and making sure that they use linking words (clapping when they hear or say the linking word), that way they understand how to use them and understand why they are important. Once this is over, they will get into their groups and work on their assignment. They will be told that they need to remain at a voice level of two while in their groups, and need to focus on the assignment, <i>not</i> on talking with their peers. Once this is explained, students will break into their groups (three groups of six students) and begin practicing on writing their opinion pieces.</p>
10	<p><b>Explore (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions):</b> Students will be moved into three groups of six and will be asked to create sentences using linking words. Students will either come up with their own opinions and explain why they like them, or the teachers over watching the group (Ms. Wanzek, Mrs. Bren, and myself). Each teacher will be placed into one of the groups; this will help with making sure that the students are understanding the material and are utilizing it properly within their sentences that will be creating within the classroom. We will give them ideas as to what they can write about. The students will be expected to write about what they <i>want</i> to write about. The teachers should not be asked <i>too</i> much for help when it comes to ideas for what to write about. Teachers will also be making sure that the students are using proper writing mechanics for their sentences as well.</p>
5	<p><b>Review (wrap up and transition to next activity):</b> Students will give examples they created during the explore time and share them with the entire class. After this, we will do a quick review as to <i>why</i> linking words are used and why they are important. Once this is done, we will get them ready for lunch and send them out to that once we finish reviewing.</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li><b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p>During the first part of the lesson, student learning will be identified by seeing if students are clapping during the first part. It will help us</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>The students’ formative assessment will be their opinion paper that they write for Mrs. Bren. With this assessment, students will be asked to write an opinion piece (topic of this is TBD), and then their assessment will come later when the students turn in this paper.</p>

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to better understand who understands what a linking word is and who does not. As for the second part of the lesson (the writing portion), student progress will be monitored by the teachers (who will be sitting with them within their small groups) and making sure that they are using linking words within their sentences, and are able to provide reasons as to why they have an opinion of something.



**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

Out of the lessons that I had taught this week, I had thought that this lesson was the weakest lesson. I think that the reason why is because I had very high expectations for this lesson, and it didn't go as perfectly as I had anticipated. Part of the reason I feel this way I think is just because my expectations of this lesson were too high, and I was upset that it didn't go the way I wanted it to go. It helped me realize that I should never walk into a lesson thinking that it is going to be a perfect lesson or that everything will go along swimmingly during the lesson. I need to be more cognizant of this as I head into the next week of practicum.

Something that went very well during this lesson was that the students had interacted a lot with me throughout the course of this lesson. For example, having the students clap when a linking word is said had helped them to better understand what a linking word is, and how it is used when someone is writing an opinion piece. Another aspect of the lesson that went very well was that the students were able to write at least two sentences down during the explore section of the lesson plan. While we did not end up doing the groups like originally stated, having them do it independently ending up working a lot better for the students. The students were pretty quick and efficient while writing their sentences, but it was tough to show their examples to the whole class, as we had run out of time.

The biggest thing that the students had learned during the lesson was what a linking word is and how one is used within either a sentence or a within a story/piece. Since this was a heavy emphasis of the lesson, it was clear to see whether or not the students understood what a linking word was. By saying words out loud and having the students clap when I said a word, it had helped me to see which students were understanding the lesson and which students were not.

One of the biggest changes I would make to this lesson is to not use as many examples during the explanation of what a linking word is and how it is used. This is something that I feel had detracted the lesson a lot, as it prevented students from being able to share examples of them during class. That could've been used as time for good feedback from me, as well as a way to make sure that students were understanding how to use linking words within a sentence. This is something that I will need to change if I am to ever do a lesson similar to this, or if I am to use this lesson again in my life. While it is good to see them understand what it is while I am using it, I need to make sure that they are aware how to do it themselves as well.