

Lesson Plan – Mrs. Bren

Date: December 9, 2020

Mark Bjelland

Writing Lesson Plan #2

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| <p>Grade: 2nd</p> | <p>Subject: Writing</p> | | | | |
| <p>Materials: Paper and pencil</p> | <p>Technology Needed: None needed</p> | | | | |
| <p>Instructional Strategies:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <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) </td> <td style="vertical-align: top; padding-left: 20px;"> <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table> | <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <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) | <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling | <p>Guided Practices and Concrete Application:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) </td> <td style="vertical-align: top; padding-left: 20px;"> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain: As a whole class, the students will receive instruction in how to properly tell a story and how to draw it. After that, they will individually work on their pictures for their stories.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) | <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic |
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| <p>Standard(s) 2.W.3 – Write narratives. a. Recount a well-elaborated event or short sequence of events. b. Include details to describe actions, thoughts, and feelings. c. Use transitional words to signal event order. d. Provide a sense of closure.</p> | <p>Differentiation</p> <p>Below Proficiency: Students who are below proficiency may struggle with understanding how to use their fingers for writing their stories, or they may struggle with understanding how to identify if their story for a personal narrative can be used or not. In order to make sure they succeed; students will have to show their current work to one of the teachers to get approval or will be helped by their peers to better understand how to do the fingers.</p> <p>Above Proficiency: Students who are above proficiency will be able to understand how to use their fingers for their topics and be able to eliminate what stories could work and what can't. If some students don't understand how to use their fingers for writing their stories, the students who are above proficient will help them understand how to do it a bit better.</p> <p>Approaching/Emerging Proficiency: Students who are approaching proficiency should be able to understand how to use their fingers for writing their stories and how to eliminate what stories will/won't work; however, they may not understand one of them. If they understand, they will do the same as those who are above proficiency; if they don't, then they may need to do the same as those who are below proficiency.</p> | | | | |
| <p>Objective(s) By the end of the unit, students will be able to recount a well-elaborated event and be able to include details to describe actions, thoughts, and feelings; they will do this by writing a personal narrative.</p> <p>Bloom's Taxonomy Cognitive Level: Understanding: Students will be able to <i>summarize</i> an experience from their lives by writing about it. Creating: Students will be able to <i>write</i> about their lives within their personal narratives.</p> | <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will be able to <i>see</i> the teacher's drawings of the story, as well as watching my hand to see how I use my hands for identifying a story. • Auditory: Students will be able to <i>hear</i> how to use their fingers, as well as hear how to identify what is a good personal narrative and what is not. • Kinesthetic: Students will be able to <i>use</i> their hands to draw their stories on paper, and they will also be able to <i>use</i> their hands to identify if a story will work or if it will not work. • Tactile: Students will be able to <i>touch</i> the pictures that I created for my story, and they will be able to <i>touch</i> their fingers to be able to see if their stories will work for the assignment. | | | | |

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| <p>Classroom Management- (grouping(s), movement/transitions, etc.) For this lesson, there is no grouping that is necessary. As for transitions, students will be warned at least 5 minutes in advance before they are transitioned. This is specifically for lunch, as they will have to be transitioned into lunch. Students will be given a 5-minute warning before hand, being told that they need to start getting ready to clean up. They will be reminded a minute before as well, and then once it hits 11:10, they will need to be fully clean up and go wash their hands. This is all discussed in the review section of the lesson plan.</p> | <p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) During the lesson, students will be expected to behave as they would if Mrs. Bren was teaching the lesson. Students should remain at a voice level of 0 while I am talking, but when it is their turn to talk, they should remain at a voice level of 2. If I need to get student attention, I will say “Class, Class”, as well as “Macaroni and cheese” to which they say “Macaroni Freeze”. This is talked about more in the review section, but they also have procedures related to moving into lunch.</p> |
| <p>Minutes</p> | <p align="center">Procedures</p> |
| <p align="center">5</p> | <p>Set-up/Prep: Students will have to be transitioned from their WIN time to the writing lesson. I will say to the class 5 minutes before 10:40 (which is when we start writing), “Okay class, you have 5 minutes left of WIN time before we are going to transition into writing.” They will then get another reminder at one minute, and then we will start.</p> |
| <p align="center">5</p> | <p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Once the students have transitioned from their WIN time, we will set them up on the carpet. I will ask the students “Do you guys remember what we worked on with Ms. Wanzek yesterday?” After they respond, I will tell them that we are doing the same thing today but switching it up a bit. I will pull up my “How to tell my story sheet”. I will discuss how some of the examples won’t work, but how some of them will work. For my example in class, I will use the story of when I travelled to Washington D.C. in order to help the kids better understand what to do.</p> |
| <p align="center">5-10</p> | <p>Explain: (concepts, procedures, vocabulary, etc.) I will explain to students about my trip to Washington D.C. and will use a visual to help better tell the story (picture located at the end of the lesson plan). With my picture, each part will describe a different part of the story. I will explain to the students that by doing this, it helped me to better write my personal narrative. I will tell them “Since I was able to draw my story, it shows that my audience will be able to visualize what is happening within the story.” As I am talking about this with the students, I will pass around the photo of my friends and I while we were visiting the Washington Monument. I will also talk to them about how to identify if your story is a good one to tell by using your hand. I will say to them, “Remember, the palm of your hand is the topic of your paper. Each of your fingers represent a different part of the story. Your thumb, for example, could be your introduction, your ring, middle, and pointer finger are the different parts of your story, and finally, your pinky is your conclusion.”</p> |
| <p align="center">5-10</p> | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will then have the rest of the time to create some drawings for their stories to see if it will work for their personal narrative. During this time, Mrs. Bren, Ms. Wanzek and I will walk around the room, looking at their drawings and asking them how their photos apply for their story.</p> |
| <p align="center">5</p> | <p>Review (wrap up and transition to next activity): Once the clock hits 11:05, I will tell the students that they have 5 minutes to wrap up their drawings and finish up, as we will be going to lunch at 11:15 and have to leave to wash their hands at 11:10. Once the time gets to 11:10, I will tell the students to collect their stuff, put it away, and quietly go into the hall (or stay in the classroom) to wash their hands. Once they all get back, they will quietly get into line (in alphabetical order) to head out for lunch. After this, we will walk them to the lunchroom and then they will head out to lunch.</p> |
| <p>Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student’s learning?) The students’ formative assessment for this assignment will be their drawings. This will be a check in to make sure that the students are understanding how to identify if their story will work.</p> | <p>Summative Assessment (linked back to objectives, END of learning) The students’ summative assessment will be the final draft of their paper, which will be taken in at the end of the unit.</p> |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): For this lesson, I had initially thought that the lesson did not go that well. To me, it had felt like the students were just learning the same information over and over again. I had felt this way due to the using my hand as a story telling helper, as well as my classmate (who was in the same classroom with me) had done a similar lesson the day before I did this one. While elementary students are going to have lessons that are similar due to the fact that some of the information has to be repeated a lot to make sure that the students understand the material, it still felt</p> | |

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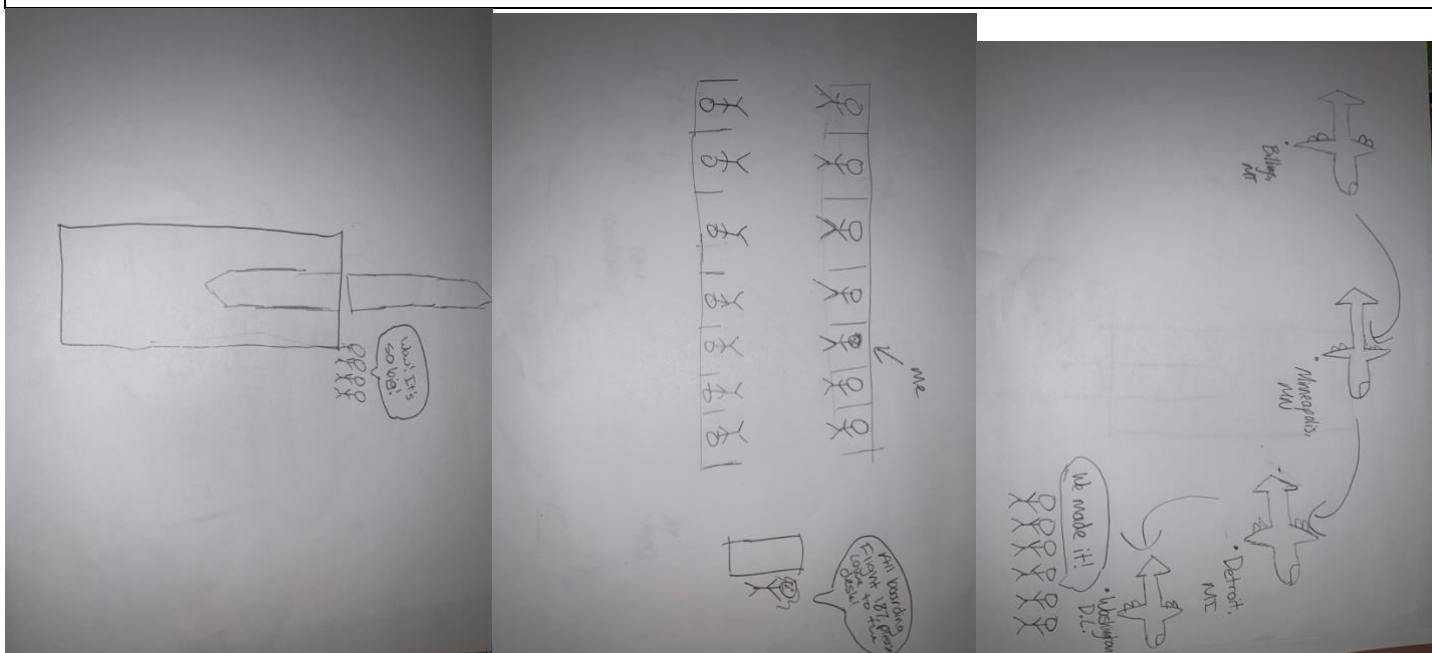
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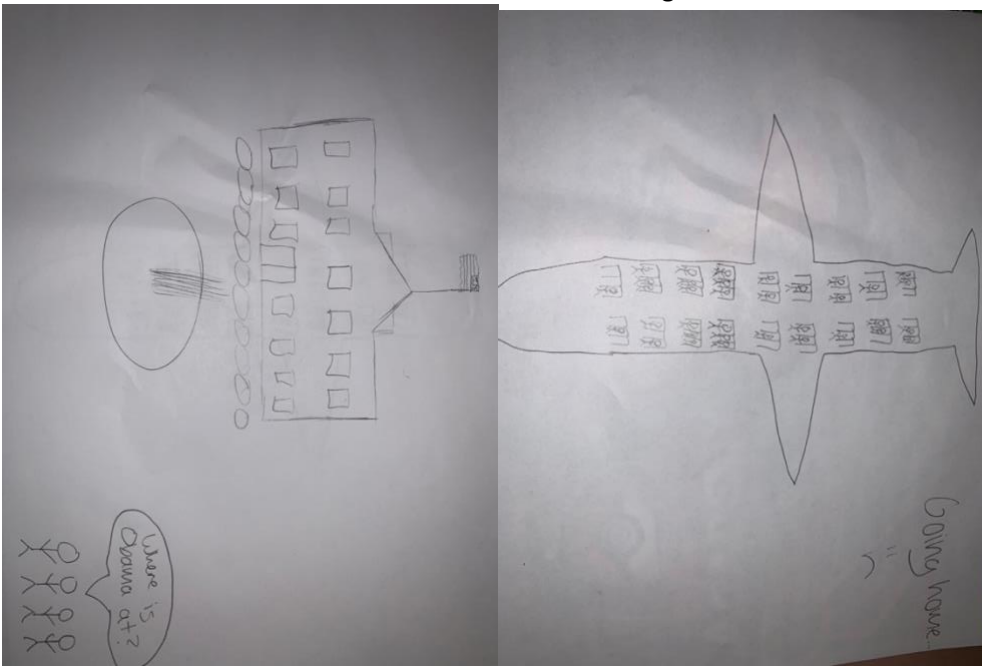
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like the students thought it was boring due to them getting information that was pretty close to what they had already gotten. However, after I reflected on the lesson, I had realized that it had gone a lot smoother than I had initially thought and I was being too tough on myself.

During the lesson, some of the things that had gone well was me sitting pretty close to the students on a ledge that they have next to their ACTIVE Inspire board. This had made the students feel more welcomed and comfortable within the lesson, and it had helped increase student engagement, as well as helped me with classroom management during the lesson. Another thing that went really well during the lesson was passing around my drawings for the students so they could see how I was telling my story. By doing this, it helped to show the students what they needed to do, and it helped them understand what was expected of them during their work time. I was able to know this by walking around the classroom and seeing them do the work. They were able to pick a very specific part of the story that they were telling for their narrative and were able to draw it out to show to the teachers.

While I feel as though the lesson did go well, there are some changes I would make to it as well. One of the biggest changes that I would make to this lesson plan would be that the students need to know *before* they start drawing that if they finish their first drawing, they need to draw another aspect of the story. I did not anticipate students finishing as quick as they had, so this put my classroom management skills to the test, as I had to make sure that the students who finished were not distracting the students who had yet to finish their drawings. Another thing that I think would be good to change about this lesson would be to talk more about using their hand when they are telling a story. The students had already learned this method, so I very briefly went over this; however, I did modify it a bit. I should've focused more on this, and used an example with the students in order to make sure that they understood what was being asked of them when we had gone through this part of the lesson.





How to tell Mr. B's Story: Some of the smaller details

1. I have gone to Disneyworld twice with my family
2. I got to see the Washington Monument in person.
3. I was born and raised in Billings, Montana
4. Since I was 18 years old, I have lived in North Dakota
5. My family owns a cabin in Red Lodge, Montana.
6. I attend the University of Mary

7. I have two jobs – one working with Pride Inc., and one at Horizon Middle School

8. The days I got each of my three dogs