

Lesson Plan
Date: October 16, 2020

Grade: Third		Subject: Language Arts – Informative Writing	
Materials: book, “Trick of Treat, Little Critter” by Gina and Mercer Mayer; page of informative writing prompt, writing sheet		Technology Needed: none	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 3.W.2. Write informative/explanatory texts using a combination of drawing and writing.		Differentiation Below Proficiency: Students who are below proficiency will have guided practice from the teacher. They will have modeling, visuals and reminders. Above Proficiency: Students who are above proficiency will write more in depth papers. Approaching/Emerging Proficiency: Students who understand lesson, can help others to understand it. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Anchor charts, physical objects for key supporting details, pictures in book • Auditory: Book • Kinesthetic: Drawing a picture, using details • Tactile: Key supporting detail object 	
Objective(s) By the end of the lesson, students will be able to write what an informative text by following a prompt to write about. Bloom’s Taxonomy Cognitive Level: Understanding – students will demonstrate knowledge of informative text through written word.			
Classroom Management- (grouping(s), movement/transitions, etc.) Large Group Discussions <ul style="list-style-type: none"> • When others are talking, voice off and listening to the speaker Discussions <ul style="list-style-type: none"> • Everyone will get a chance to provide input Transitions <ul style="list-style-type: none"> • I will give students a one-minute warning and some time to cleanup. Independent work <ul style="list-style-type: none"> • Students are to have a voice level of 1 or lower and to be focused on the assignment. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • When others are talking, students are expected to NOT be talking. • When others are talking, students are expected to give full attention and listen. <ul style="list-style-type: none"> • Small side conversations are okay when working but they cannot get to loud. 	
Minutes	Procedures		
5	Set-up/Prep: -Anchor Chart -Writing page -informative prompt writing page		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -Read book – “Trick or Treat, Little Critter by Gina and Mercer Mayer -Ask questions while reading the book		
20	Explain: (concepts, procedures, vocabulary, etc.) -Tell them we are going to do a writing activity, there are two parts -The first page I will give you is this one that says “Informative” and it has a question on it. I will read the question. I will say that you are going to write a story about the question, with detail. -Explain what informative writing is – It is a form of writing to tell somebody about something that they do not know about. -Give an example		

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	<p>-Tell them there is some space to write some ideas down in. -Tell them that you will give out another piece of paper with lines on it to write on.</p>	
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) -Ask questions while they are doing their project – -They can draw a picture that goes with the story.</p>	
5	<p>Review (wrap up and transition to next activity): Come back together and have them explain what they wrote about and why.</p>	
	<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>-Writing ideas on the informative writing paper</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> -Ask what they were writing about -Ask why they choose to write that -Ask a question of what the book was about and what happened at the end.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This lesson was tricky as well. I think the students liked writing about their costume but was confused at first because my directions were vague. I think mostly I was nervous and then I could not think right away of what I wanted them to do, it came to me at the end. I think I should have thought about this more and practiced what I was going to do because it would have made more sense to the students.</p>		

Approved by: *Emily Brunskill*

Use the box to brainstorm all of your thoughts on this topic. You can make a list, use a mind map, or just write ideas as they come to you. Don't worry about using complete sentences, correct spelling or writing neatly.



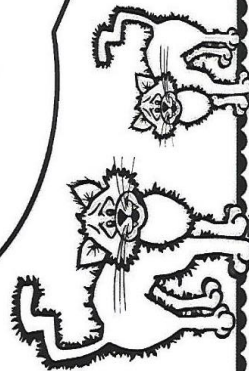
Put a star ☆ next to ideas you think you will use.
Put an X next to ideas you probably will not use.

INFORMATIVE

The Best Costume Ever!

Write about the best Halloween costume you have ever worn. Be sure to tell what it looked like and why it was your favorite.

Remember:
You will need to give information about the topic using facts, examples, and definitions.



Track your progress

- Brainstorm
- Organize
- First Draft
- Edit and Revise
- Final Draft



Name _____

Date _____

Lesson Plan Template

Date: 10-16-20

A lesson plan template with a Halloween-themed border. The border features a top and bottom edge of orange textured paper, with silver leaf-shaped cutouts at the corners. The sides are decorated with orange, black, purple, and blue circular ornaments and small blue dots. A jack-o'-lantern is positioned in the bottom right corner. The central area contains 18 horizontal lines for writing.

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