

*Jill Super*

<p><b>Grade:</b> 3<sup>rd</sup></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Writing Notebook</li> <li>- Pencil</li> <li>- Paper</li> </ul>	<p><b>Subject:</b> Language Arts: Writing</p> <p><b>Technology Needed:</b></p> <ul style="list-style-type: none"> <li>- A Video is able to be used for students to follow (optional)</li> </ul>																								
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<p><b>Standard(s)</b></p> <p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use transitional words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> Students who are below proficiency will be able to complete this lesson to the best of their ability. With writing, they can still be creating and pick a topic that means something to them in order to create a piece. This lesson will be able to help them further understand informational writing since it will having them create something of their own that they already have an understand of. These students will also be able to get assistance from their teacher to guide them. These students would be able to have a list of things that they need so they can personally check off while they write, if needed.</p>																								
<p><b>Objective(s)</b></p> <p>By the end of the lesson, students will have created a piece of informative writing that includes a topic, facts, details, and a conclusion using their prior knowledge.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b> Remember: Students will recall information that they have already knew about this topic and the pervious lessons. Understand: Students will understand why the writing it important, what they need to do, and use their prior knowledge to help them understand deeper. Apply: Students will apply their prior knowledge in order to complete the tasks and use the concepts that were learned.</p>	<p><b>Above Proficiency:</b> Those students who are above proficiency will be expected to write more than those who are below. These students have the ability to write more and much more detailed since they are above. This lesson will create a deeper understanding of what the students will be writing and how important it is to be a detailed writer. This lesson will be helpful for these students and having them write more will push them harder.</p> <p><b>Approaching/Emerging Proficiency:</b> These students will be able to complete this lesson without worry. Students in this area are able to create their own writing and have the expectation of including everything needed for an informational piece. These student have the ability to do this assignment without adjustments and will still get help from their teacher when needed.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Those with visual impairments will be able to do this assignment orally. They can tell the story while their aid or teachers writes with them. This will help them still understand the concept, but also not having to worry about the writing portion. These students will still be expected to include what is needed in an informative writing piece, but the way it is brought out will be adjusted.</li> <li>• <b>Auditory:</b> The students who are in this category will be able to do this assignment without worry. Their directions can be written down instead of the video playing. They could also use subtitles by having the teacher write what the video is stating, so they are able to follow along. These students can still complete the assignment that is at hand.</li> <li>• <b>Kinesthetic:</b> The students who are in the category will be able to sit somewhere else other than their desk to gain</li> </ul>																								

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	<p>some flexibility. This will also help for them to be more alone and focus more. These students could then stand up if needed, take a creative walk, or do movement near their area without many distractions.</p> <ul style="list-style-type: none"> <li>• <b>Tactile</b> : The students who are tactile learners will be able to have the option to color if they would like and create a cover page. This lesson will be geared towards them since they can write and move while being creative. These students will have a pencil in hand and still be able to complete their assignment.</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students will be doing independent work, so grouping up with others will not be part of this lesson. The movement of the classroom will be that students pay sit in another spot, but only if it does not become a distraction. Students will be expected to transition when the teacher informs them to. The teacher is there to support the students with their questions, guide them in their writing, and correct any behavior. The teacher will be respectable as well as the students. The students will be still following their classroom guidelines and students responsibilities as learners.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> The expectations for students will be like any other lesson. Students will be expected to be respectful of others, their work time, and the teacher. The students will not waste their own work time as they would not be a respectable learner. Students will still be required to follow the expectations of the classroom and as a students. Students will follow the classroom rules and guidelines that are set in place. This lesson will be independent, as students will not be working in groups with others. Students who choose to sit somewhere other than their desk are only given that ability if it does not become a distraction from their designated work time.</p>
<b>Minutes</b>	<b>Procedures</b>
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- Have the video ready and picked out for students to watch.</li> <li>- Make sure technology is working so nothing goes wrong.</li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Write down on the board what the students will need to take out. They will need writing utensils, writing notebook.</li> <li>- “Please take out these things on the board.”</li> <li>- “We will be watching a video about informational writing. Please make sure that our eyes and ears are up on the board. I will know you are listening when you have a voice level of zero and have no distractions at your desk.”</li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- “Students what do we know about informational writing?”</li> <li>- Write down student responses.</li> <li>- “Do we remember how we create an information story?”</li> <li>- Write things on the board about creating an information story.</li> <li>- “As a reader, we want to make sure that we have the parts of our story already thought about.”</li> <li>- “Some of you have already started your assignment. You guys are great writers and I know that when you write your informational piece you will create such a great story.”</li> <li>- “So, for our writing, we need to make sure our informative writing includes, teaching the reader about the topic, has a conclusion, is nonfiction, and gives facts and details about the topic!”</li> </ul>
	<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></p> <ul style="list-style-type: none"> <li>- “Today students, we are going to continue with our informative writing.”</li> <li>- “You should wrap up your story today. You can also add your pictures that are needed to help the readers see visuals.”</li> <li>- “Please make sure that the teacher proof reads to see if any spelling changes need to be made.”</li> <li>- “While you work at your desk, you will need to have a voice level 0. Please be a respectful learner and use your time wisely.”</li> <li>- Walk around and watch students as they write. Make sure that they are getting what they need to do during their work time. Students do not need to walk around and talk to friends, since they will have time to do that later in the day.</li> <li>- If students finish, they can work on other work in order to avoid distractions, keep them working, and not bothering their peers. Reading to self is what they will be allowed to do, not computers since they are a distraction.</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- “Alright class, do you think you wrote great today?”</li> <li>- “We are now going to move onto our next lesson today, please make sure that your materials from writing are put away.”</li> </ul>

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<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>I will be able to see what students are learning by having them watch the video and see if they are in focus. Students should be in focus and not distracted during their work time after the video as well. To see if the students are understanding and learning, I will check their work and answer any questions.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>Knowing students grasp the concept is having them hand in their writing. This way, I can see what they know about informative writing and how they put it to use. The students are able to show me that they understand by having a nice writing piece with the necessary information and steps added in. Those students who do not will be the ones who I know are not prepared and did not fully understand the objectives of the lesson.</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>What went well?</p> <ul style="list-style-type: none"> <li>- The students were able to follow along with the video very well.</li> <li>- The students had lots of good information that they discussed about what is needed in informative writing.</li> <li>- The students did great when adding things into the large group discussion.</li> <li>- The students worked hard with their writing and wanted to add good information.</li> </ul> <p>What did the students learn?</p> <ul style="list-style-type: none"> <li>- The students learned what informational writing was.</li> <li>- The students learned what needs to go into informational writing.</li> <li>- The students learned how to write their own piece of informational writing.</li> </ul> <p>Changes?</p> <ul style="list-style-type: none"> <li>- The changes that I would make would be having a graphic organizer that students could have for themselves. This could help them when they are writing their piece. Having them write during the discussion only goes so far. Students could really benefit from a graphic organizer.</li> </ul>		