**Plants unit: Lesson 5 (Tell me, Tree)**

Teacher Candidate: Cheyenne Mellor

Grade Level: K Title: Writer’s checklist

|  |
| --- |
| **CONTEXTUAL FACTORS** (classroom factors) |
| **Contextual Factors:**  **Classroom environment:**   * Desks are arranged in groups of 4-5 with a variety of gender, level, and abilities in each group (SIOP 17) * Interactive whiteboard is in the front of the classroom. * There is a microphone available |

|  |
| --- |
| **WALK-AWAY** (As a result of this lesson, what do I want the students to know, understand, and be able to do?) |
| **State Standard/Objective (from Unit Plan):**  K.SL.5-Add drawings or other visual displays to descriptions as desired, to provide additional detail.  K.L.2ab- Capitalize the first word in a sentence and the pronoun “I”. Recognize and name punctuation.  K.RIT.2-With prompting and support, identify the main topic and retell key details of texts.  (SIOP 1-2)  **Content Walk-Away:**  Using correct punctuation and capitalizations, I will write one sentence about the book “Tell me, Tree”. I will also draw a picture to go along with my sentence. |

|  |  |
| --- | --- |
| **ASSESSMENT EVIDENCE** (What evidence do I need to show the students have learned the Walk-Away?) | **Modifications/Accomoda-**  **tions** (ELL, IEP, GATE, etc.) |
| **Formative Evidence (checking for understanding throughout the lesson):**  **I do:** Make sure they are paying attention and to my instruction  **We do:** Have each student share something from the story.  **You do together:** Listen to make sure all are reciting the check list of good writing.  (SIOP3)  **Content Walk-Away Evidence (Summative):**  **You do:** Students will each complete a sentence using the writer’s checklist and draw a picture to go with it. | SIOP 17- Grouping  SIOP 1-2 Content and Language objectives  SIOP 3- Age appropriate |

|  |  |
| --- | --- |
| **ACTIVE LEARNING PLAN** | **Modifications/Accomo-**  **dations** (ELL, IEP, GATE, etc.). *Note: Provide a brief description for each. Do not simply list SIOP 4,5,12, etc.* |
| **Activate/Building Background Knowledge**  I will provide background knowledge by reading “Tell me, Tree”. Before we read the book, I will write on the board things they already know about trees. (SIOP 6) They will first talk to their neighbors about trees and then I will bring them back together to get several responses. (SIOP 7-8)  **Formative assessment:** “What do you already know about trees?” Listen as they talk to their partners. (SIOP 17)  **Modification/accommodations**: If a partnership is not talking, I will prompt them.  **Focus Lesson (“I do it”)**  I will read the story and then I will list some things I learned about trees on the board. I will show the students the Writer’s checklist (SIOP 4) and I will write a sentence about what I learned. I will write, “Some trees are big, but some trees are small.” I will point out that my sentence started out with a capital, my words had enough spaces, and the sentence ended with a punctuation mark. I will write another sentence, but this one will have poor spacing, won’t start with a capital and won’t end with a punctuation mark. I will say, “Raise your hand if you think this sentence starts with a capital. Raise your hand if it has spaces...” and so on. After this I will pick on a few students to explain their thinking.  **Formative Assessment:** “Raise your hand if…”  **Modification/accommodations:** I will make sure to call on Tyler, Chelsea, Samson, and Kailee so they are more likely to stay focused  **Guided Instruction (“We do it”)**  Each student will now raise their hand and share something they heard or learned about in the book. I will list this new knowledge on the board as well. (SIOP 16) I will give students enough time to think about the answer before having students raise their hands. (SIOP 18)  **Formative Assessment**: Students will share what they learned from the book.  **Modification/accommodations:** If a student has a hard time coming up with something new, I will prompt them until they come up with something.  **Collaborative/Cooperative (“You do it together”)**  “Alright, we are going to go over each of the checks on the writer’s check list. You all know a sentence must start with a capital. You all know there needs to be spaces between each word. Talk to your partner (SIOP 16-17) about how you can make sure there are spaces.” Some responses may be: Use your pencil to mark the space or put your finger on the paper after the word and then write the next word after your finger. “Finally, you all know there needs to be a punctuation mark at the end: a period at the end of a regular sentence, a question mark when you are asking something and an exclamation mark when you are excited or angry. Let’s all together repeat the three checks on the list. Ready go. Start with a capital, use spaces, end with a punctuation mark.” If not vary many of the students were reciting, we will do it over again.  **Formative Assessment**: Listen to make sure all are reciting the check list of good writing.  **Modification/accommodations:** Point to the words as they recite them so the class stays together.  **Independent (“You do it alone”)**  “You will each write one sentence about the book. As you write, you will mark of the check list on the right side of the paper. (SIOP 6) After you have completed your sentence, you will draw a picture to go along with it.” Students will be encouraged to write to their level. I will provide word cards for students who have low writing skills, and I will encourage good writers to write a more detailed sentence. (SIOP 5)  **Formative/Summative Assessment**: Students will write a sentence using correct capitalization, spacing, and punctuation. (SIOP 30)  **Modification/accommodations**: For students who are behind in their writing skills, I will help by prompting them and checking up on them.  **Comprehensible review of content and vocabulary**  As a review, I will show the class some of their sentences. We will go through the sentences while making sure they have correct punctuation, capitalization, and spacing. (SIOP 28)  **Modification/accommodations:** I will not show examples from students who are unconfident with themselves.  **Summarization**  “I am going to be looking at each of your sentences and I will give you feedback on your paper. You will get these back by the end of the day.” (SIOP 29)  Since I already summarized what makes up a good sentence, I will summarize what the book what about. | SIOP 6- Meaningful Activities  SIOP 7-8- Linked to background and past learning  SIOP 17-Grouping  If there are any teacher aids available, I will have them sit with the students who have ADHD.  SIOP 4- Supplemental Material  I will for sure call on the 3 gifted students at least once during the lesson so they can share their knowledge of trees.  SIOP 16- Interaction  SIOP 18- Wait time  SIOP 16- Interaction  SIOP 17- Grouping  Stand closely to those with behavioral problems so they know I am paying attention to them.  SIOP 6- Meaningful activities  SIOP 5- Adaptation of Content  SIOP 30- Assessment of student learning  SIOP 28- Review of concepts  SIOP 29- Feedback |

|  |
| --- |
| **NOTES TO TEACHER** |
| ***What do I need to remember to do?***  *Differentiate!*  ***Materials to have ready?***  *“Tell me, Tree”*  ***Approximate time needed for lesson?***  *30 minutes* |

Notes: SIOP 9, 27 and 19 are not in the lesson plan because there were no vocabulary words and there were no ELL students.