

| 1. Lesson Plan Information | |
|---|---|
| Subject/Course: Language Arts | Name: Megan Goodine |
| Grade Level: 4/5 | Date: Week Beginning March 4 Time: 9:30 |
| Topic: Paragraph Writing (transitions) | Length of Period: 1 hour |

| 2. Expectation(s) |
|--|
| <p>Expectation(s) (<i>Directly from The Ontario Curriculum</i>):</p> <p>1.2 generate ideas about a potential topic and identify those most appropriate for the purpose</p> <p>1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies</p> <p>Learning Skills (<i>Where applicable</i>):</p> <p>Self-Regulation</p> <p>Initiative</p> |

| 3. Content |
|---|
| <p><i>What do I want the learners to know and/or be able to do?</i></p> <p>I want learners to be able to write at least three paragraphs, changing paragraphs at appropriate times (When time moves forward or back, when a new character is speaking, when the “camera” moves, etc.)</p> <p>Today learners will:</p> <ol style="list-style-type: none"> 1. Select a picture from the pile 2. Write at least 3 paragraphs per day about the picture (this will work out to 2 transitions per day) 3. Share their writing (if they wish) with the rest of the class |

| 4. Assessment (collect data) / Evaluation (interpret data) |
|---|
| <p>(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)</p> <p><i>Based on the application, how will I know students have learned what I intended?</i></p> |

Based on the application, I will know if students have learned what I intended if they have been using all of the transitions required of them by the end of the week between the paragraphs that they have been writing. There will be a running checklist in the classroom so that students can keep track of which transitions they have used, and which they need to make sure they use before the week is up.

5. Learning Context

A. The Learners

(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?*

In grade 4, students will have had previous experience in writing paragraphs and organizing their ideas and putting them into forms of writing that flow and make sense.

(ii) *How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)*

In order to differentiate the instruction to include all learners, select students can type out their paragraphs on the computer. Some students are also able to do more or less paragraphs depending on their abilities in writing.

There are also some students in the class that require a scribe for their writing. I will scribe for one of these students and my associate teacher will scribe for the other.

B. Learning Environment

Students will be in the classroom for this lesson. They will be sitting at their own desks as this is an individual assignment and the students will not have to work in groups.

C. Resources/Materials

For this lesson I will just need the pictures that students are using to inspire their writing.

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

I will engage the learners by talking about what it means to be inspired when it comes to writing. I will introduce the idea of starting with pictures and using them to jump-start our creativity.

MIDDLE:

Teaching: *How does the lesson develop?*

How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).

The lesson will develop as I remind students of what it means to write a good paragraph, what they should be including. (4 things *). Students have spent the last week practicing their paragraphs with stuffies, so they should be familiar with the formatting of paragraphs and what should be included in them.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

I will bring all of the ideas of this lesson together for the students by introducing them to the different times we need to be changing paragraphs in their writing. All of these transitions are written on an anchor chart in the classroom so students can easily remember what they need to be practicing.

Application: *What will learners do to demonstrate their learning?* (Moving from guided, scaffolded practice, and gradual release of responsibility.)

In order to demonstrate their learning, students will write their paragraphs and use at least two of the transitions each day.

CONCLUSION: *How will I conclude the lesson?*

I will conclude the lesson by having students check off the transitions that they have used as they use them. This way the students, as well as the teachers are able to keep track of where the students are and the students can keep track of what they need to do.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

This lesson went well because the students were able to be creative. Every time I'm teaching them something, they're always looking for ways that they can come up with ways to go off in their own directions and to put their own spin on assignments.

I think that being a more effective teacher in supporting student learning is all about giving students the opportunities to be creative and to go off on their own whims. Students spend a lot of time at school learning about what they HAVE to learn. In activities like this, the students are still learning about writing, but it doesn't always feel that way to them because it allows them to be so creative.

I think that another way of becoming more effective as a teacher in supporting student learning, we need to give students a lot of choice. I think that giving student's choice would be helpful in any kind of lesson or assignment because it gives students this sense of independence and empowerment. If students become active members of their own education process, they will automatically be more engaged and more inclined to work hard on assignments because they were in part, their own idea.

Effective teaching is definitely, in part, what students want to learn. If teachers can't make them excited about the material, what student is actually going to be excited about learning it?