

Lesson Plan Template

Date:

Melissa Mehlhoff

<p>Grade: 5th</p> <p>Materials:</p> <ul style="list-style-type: none"> • Pencils • Pages 50-54 for each student • Construction Paper • Scissors • Tape • Colored pencils • Glue • Hole Punch • Yarn 	<p>Subject: Language Arts</p> <p>Technology Needed:</p> <ul style="list-style-type: none"> • Laptop • Projector 																								
<p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction</td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning</td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Guided practice</td> <td style="vertical-align: top;"> <input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Socratic Seminar</td> <td style="vertical-align: top;"> <input type="checkbox"/> PBL</td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Learning Centers</td> <td style="vertical-align: top;"> <input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Lecture</td> <td style="vertical-align: top;"> <input type="checkbox"/> Modeling</td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Technology integration</td> <td></td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>	<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"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		<p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity</td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on</td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Independent activity</td> <td style="vertical-align: top;"> <input type="checkbox"/> Technology integration</td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Pairing/collaboration</td> <td style="vertical-align: top;"> <input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> <p>Explain:</p>	<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)	
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<p>Standard(s)</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. • d. Use concrete words and phrases and sensory details to convey experiences and events precisely. • e. Provide a conclusion that follows from the narrated experiences or events. 	<p>Differentiation</p> <p>Below Proficiency: Students will be able to create a journal entry with the assistance of a paraprofessional.</p> <p>Above Proficiency: Students will create multiple journal entries from the perspective of multiple Revolutionary War characters.</p> <p>Approaching/Emerging Proficiency: Students will construct a journal entry from the perspective of a soldier or woman during the American Revolution.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will have the handout on journal entries. Instructions are also printed on the handout. • Auditory: Students will listen to the teacher’s instructions. 																								
<p>Objective(s)</p> <p>By the end of the lesson, students will be able to compose a diary entry for a soldier or lady during the Revolutionary War demonstrating knowledge of other’s perspectives.</p> <p>Bloom’s Taxonomy Cognitive Level: VI. Creating</p>																									
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Students will be respectful to their classmates and their teacher. • Students will raise their hand when they want to speak. • Students will use their walking feet in the classroom. • Students will speak at a level 2 voice unless otherwise specified. • Students will use their school materials in a responsible manner. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)</p> <ul style="list-style-type: none"> • Students will raise their hand to share their response to the class. • Students will listen to their classmates when they are reading. 																								
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	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • The teacher will print out the hand-outs before class. • The teacher will have the supplies prepared ahead of time. • The teacher will have the video clip prepared ahead of time. 																								
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p>																								

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	<ul style="list-style-type: none"> • “We are going to watch another <i>Liberty Kids</i> video clip about the Revolutionary War?” • The teacher will play the video clip for the students. • “How many of you would like to read the diary of someone else whether it be an older sibling or family member?” Students will raise their hands to the question. • “Today, we are going to read diary entries of soldiers and women during the Revolutionary War.” 		
15	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • The teacher will hand-out the History Pocket papers to the students. • “You are going to read the diary entries of the soldiers and women in groups of three. One page contains information on the soldier and the next page contains the diary entry. • The teacher will put students in groups of three and observe the students reading in their groups. • “What did the soldiers have to say about the American Revolution? How do you think they were feeling? What were some of the events that were occurring?” The teacher will listen to the students’ responses to these questions. • “Now, you are going to read the diary entries of the women.” The teacher will once again listen to the students read in their groups. • “What were some of the events the women of the American Revolution experiencing? How were they feeling? What did they say about the Revolutionary War? The teacher will listen to the students’ responses. 		
20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • “Now, you are going to pretend you are either a soldier or a woman during the American Revolution. I want you to create a diary entry like the ones we read. I want you to include a date; you may look at your timeline for a reference. I want you to share the experiences you have had and how you are feeling. Your journal entry needs to be correct in that certain events have to match the date. Your journal entry should be at least one paragraph. Remember to include details to make the diary seem real.” • “When you are finished, you can create a book out of the journal entries. I will show you how when you are ready.” • The teacher will observe the student’s work and answer any questions that may arise. The teacher will also assist students in creating their diaries. 		
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • The teacher will call the students’ attention back to him/her. • “Today, we read diary entries of real soldiers and women who lived during the American Revolution. We also created our own diary entries as if we experienced the events ourselves. Would anyone like to share their diary entries? The teacher will listen to the students who are willing to share with the class. 		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <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?) • The teacher will listen to the response of the students when they answer questions. • The teacher will assess student’s learning by asking students questions about their work. </td> <td style="width: 50%; padding: 5px;"> <p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • The students will hand in their diary entry to the teacher for him/her to assess. • The students will have an interview with the teacher to share their understanding of the American Revolution. </td> </tr> </table>		<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?) • The teacher will listen to the response of the students when they answer questions. • The teacher will assess student’s learning by asking students questions about their work. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • The students will hand in their diary entry to the teacher for him/her to assess. • The students will have an interview with the teacher to share their understanding of the American Revolution.
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I taught the English Language Arts lesson twice which allows me to adjust a lesson as needed. I have been using Mrs. Naslund’s tip to write the supplies students need on the board because I don’t have to remind them; they can just look up on the board. I believe my introduction to the lesson got the student’s attention as I asked a question asking who would like to read someone else’s diary to experience life through their eyes. I</p>			

let students in on the secret that we were going to read a Revolutionary War soldier's diary excerpts to see what life was like during that time in history through his eyes.

I had the student's read the diary excerpts with partners which was an easy task for the fifth-graders. The first time I taught the lesson, I forgot to have the students share how the soldier may have felt and discuss the experiences he wrote about in his diary. The second time I taught the lesson, I noted on the whiteboard the discussion we had on the soldier's experiences and how he may have been feeling. I believe this was helpful for the student's when writing their journal entry.

After reading and discussing the Revolutionary War from the perspective of the soldier, we read about some of the experiences the women had during the Revolutionary War. Instead of having the students read with partners the second time, I had students read to themselves which I thought was helpful for some students. It was a little difficult as some students are faster readers than others, and I wasn't sure what I should have the fast readers do after reading the fact sheet. The first time I taught this lesson, we just had a quick discussion on what the people of this time period were feeling and the experiences they had during the war. However, the second time I taught, I also wrote the women's feelings and experiences on the board. I believe this gave student's a solid foundation on what they should include in their diary entry.

The explore portion of the lesson allowed students to create their own diary entry from the perspective of either a Revolutionary War soldier or woman during the time. The first time I taught the lesson, the students seemed to have trouble figuring out what they should write about, but the second class I taught seemed to have an easier time with their writing. When the second group began to write, it was very quiet in the classroom, and I knew they were taking their time with their work. I believe it was beneficial to have a thorough discussion about the experiences and emotions the people were going through during the era and then to write it on the board.

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To conclude the lesson, I reminded students about the importance of reading personal accounts of life as they help us to experience life from someone else's shoes. I also had the students who were willing share their journal entry. The second group of students was so excited to share what they wrote. I also believe my lesson was successful because I gave clear directions of what was expected of students in their journal entry such as a date and title. I reminded students their journal article needed to be dated in the correct time. I had students refer to their American Revolution timeline, so the date of their journal made sense with what they were writing.