

Lesson Plan

Student Teacher: Katharine Otolski

Classroom: North Side Middle School

Date Prepared: Spring 2014

Subject/Topic: Writing

Co-Teaching Strategy Decided upon by Student Teacher / Classroom Teacher Collaboration:

I will take five assigned students to another room our job will be working on writing. Working on skills to better prepare these students for ISTEP.

Student Teacher Provides Explanation of Why the Strategy Was Used to Support Learning Outcome:

Being able to properly construct a paper is the key to any writing whether it is on ISTEP, the SAT, in High School and even in College.

Roles/ Responsibilities:

Student Teacher (Lead Teacher): Responsible for five students and prompting them with writing prompts

Classroom (Support Teacher): will assign me five students to work with

Indiana Standards and/or National Standards for the Aims of This Lesson:

1. Academic Indicator/Standard: That these five students will be able to write a coherent, descriptive essay.
2. Technology Indicator/Standard:

Lesson Objective(s):

Must be measurable and observable:

That students will be able to write two, one paragraph prompts, as well as a five-paragraph essay, in the given time, using every requirement 95% of the time.

Must be reflected in the evaluation of student learning:

with the knowledge that each student has, as well as the new information that I will be teaching with him or her. They will be able to construct a proper paper with complete sentences, punctuation, indentation, and elements of a paper.

Special Preparation Necessary Materials and Technology Used to Support Student Learning Outcomes:

(Examples May Include: Smart Boards, Document Cameras, Websites, iPad etc.)

Accommodations for Special Needs/ Adaptive Devices:

1. Tools/Materials/Resources: writing prompts found on the internet
2. Software:
3. Web sites: <http://www.writingprompts.net/5th-grade/>

Procedure for Guided Practice:

Transition: What do each of you know about writing? What type of writing do you know? Where and how often should you write?

Introduction: Talking about previous writing

Motivational Activity: ask the student to list the elements of a good paper

Activity Development to Include a Technology Based Activity:

Activity	Purpose
1.) What is writing, list the elements of writing.	1.) Re-familiarize students with writing.
2.) Introduce the first one Paragraph essay: Do you think that the resource room is helpful?	2.) This is a way that I will encourage the students to start writing.
3.) Ask a question that relates to the second, one paragraph writing prompt, look up book titles.	3.) This will helps students bounce ideas off of each other before writing.
4.) Have the students write a second one-paragraph prompt: What is your favorite book? Why?	4.) To continue practicing writing
5.) Introduce five-paragraph essay writing prompt: If you could have one Superpower what would it be? Why	5.) This is what ISTEP will be expecting and they will need to be able to structure a paper in a way that will actually make sense.

Culminating Activity:

1. Review what we have learned step by step.

Scoring Guide/ Rubric for Evaluation of Performance Standards:
Scoring Rubric For writing

3	Good Quality	<ul style="list-style-type: none"> • Student has a comprehension of material • Student completed assignments in a timely manner
2	Satisfactory	<ul style="list-style-type: none"> • Student has an average comprehension of material • Student completed assignments with help
1	Not There Yet	<ul style="list-style-type: none"> • Student does not comprehend material • Students did not participate in activities • Students did not complete assignments

3	<ul style="list-style-type: none"> • Students understanding of the concept is clear • Student uses appropriate structure to arrive at a result • Student is descriptive
2	<ul style="list-style-type: none"> • Student has limited understanding of a concept • Student uses structure that is ineffective • Student uses some description.
1	<ul style="list-style-type: none"> • Student has a complete lack of understanding of concept • Student makes no attempt to use any structure • Student used no descriptions
3	• The assignment is completed correctly using each worked on element use of purple words
2	• The assignment is partially correct with no major mistakes
1	• The assignment is not completed correctly and contains a lot of mistakes

Follow up Homework:

1. Go home and discuss what you have learned. If the essay was not completed take it home to finish by next meeting

My evaluation of my students' success today: they were interesting, and got to work right away.

My evaluation of my success: I believe it was a fun and easy lesson plan, which the children understood.