

# School of Education

Service \*Leadership\*Competence\*Character

# WRITTEN LESSON PLAN


Teacher Candidate – Morgan Rost \_\_\_\_\_ School : \_\_\_\_\_

Mentor Teacher – \_\_\_\_\_ University Coordinator – \_\_\_\_\_

Grade/Subject – 2<sup>nd</sup>/ Language Arts Lesson Title – Main Street \_\_\_\_\_ Date – Lesson #1 \_\_\_\_\_

Learning Targets		
EALRs	GLEs	Objectives
<p><b>Writing:</b>                      2. The student writes in a variety of forms for different audiences and purposes.                      3. The student writes clearly and effectively.</p>	<p>2.2.1. Demonstrates understanding of different purposes for writing.                      2.3.1. Uses a variety of forms/genres.                      3.1.1. Analyzes ideas, selects topic, adds detail, and elaborates.                      3.3.1. Uses legible handwriting.                      3.3.2. Spells words appropriate for the grade level accurately, with challenging words spelled phonetically.                      3.3.3. Applies capitalization rules.</p>	<p>Students will understand the basics of a community and a main street.                      Students will understand what a main street needs to function.                      Students will understand how to use a double bubble and the reason behind them.</p>
<p><b>Assessment</b> – What will students do to demonstrate competence specific to learning?</p>	<p><b>Learning Experiences</b> – What learning experiences are the students engaged in to demonstrate the learning target's knowledge and skills?</p>	<p><b>Strategies for Creating an Inclusive, Supportive Learning Community</b> – What strategies will be used to facilitate effective classroom management at key points during the lesson?</p>
<p><b>Be sure to align all assessments with their corresponding learning experiences.</b></p>		
<p>Listen to student's answers and mark on student list the students that are answering. Make marks also when students seem confused by the explanation as well.</p> <p>Mark on student list the students that are answering and make sure new students are answering. If some students are staying quiet, mark that as well.</p>	<p>Have the students come to the carpet in front of the classroom and start by asking the students if they have ever heard of a main street. Call on students and listen to stories and/or explanations. Explain to students that a main street is a place in a town or even city that has shops that usually work together as a community to help the people living there.</p> <p>As the students if they can think of examples of communities and main streets that they have been too. Listen to student's answers and give feedback when necessary.</p> <p>Explain to the students that the next unit we will be working on as a class will be to create a main street in the classroom and the students will work together in groups to create stores. As a class we will work to make the main street work by dealing with different community problems, and making sure to keep customers interested in the stores.</p> <p>Tell the students to go back to their seats and get out a</p>	<p>As the students sit down make sure they have picked good seating choices and are not sitting close to their friends. Move students if necessary.                      Call on quiet students with their hands raised.</p> <p>Call on quiet students with their hands raised.</p>

<p>Walk around and make sure the students are doing the double bubbles correctly and working well in their pairs.</p> <p>Have the students turn in their double bubble sheets with both of their names on the paper.</p>	<p>pencil. Pass out the main street 'abc' work sheet. As a class work together to think of some important things a main street needs. Examples could include stop signs, post office, and trees. Call on students to give their ideas and write down what they say on a teacher copy that can either be shown on an overhead or from a projector so the students can copy on their own paper the different ideas.</p> <p>Once most of the letters are filled up, and the students have mostly run out of ideas, explain to the students that they will now take two items from the list and compare and contrast them using a double bubble map. Draw a double bubble on the board and for an example use a fire station and police station. Draw these two in the main two bubbles. Then ask the students to think of some ideas that compare and contrast these two, and write them down. After a few ideas, tell the students they will work in partners to do this with two ideas from the list.</p> <p>When students seem to be slowing down on some ideas, tell them to do another double bubble map for two different items on the list.</p> <p>When it is time to move on, collect the double bubble maps the students made, and tell them to take home their lists, since they will need them for their homework.</p>	<p>Call on students with their hand raised. Answer questions if necessary. If some letters are not being filled out, ask the students to try to think of words that start with that letter. Make sure students are copying down the different words.</p> <p>Call on students with hands raised. Make sure the students are paying attention and answer questions when needed.</p> <p>Pick the student's partners that are in their table groups and close to where they are sitting.</p> <p>Walk around and make sure the students are working well together, and understanding the double bubble assignment.</p>
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<b>Grouping of Students for Instruction</b>	<b>Instructional Materials, Resources and Technology</b>
The students will start out as a large group sitting on the carpet in front of the class, then move to their desks.	Pencils, abc main street sheet, overhead or projector system, whiteboard.
<b>Accommodations and Modifications</b>	<b>Family Involvement Plan</b>
Watch students that seem to be having trouble and make sure to sit them near stronger students so they can ask for help if needed. Students having trouble will also be paired with advanced students during the double bubble activity.	<p>At the start of the unit a letter will be sent home to parents and guardians to explain what the 'main street' unit will entail. For homework, the students will look at their abc sheets made in class and pick three different items and explain why these items are important to a main street community. Write directions at the top of the paper for parents to be able to read as well.</p>  <p style="text-align: right;"><small>Engaging the culture, changing the world.</small> <b>Seattle Pacific</b> <small>UNIVERSITY</small></p>