

# 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>/ Social Studies and Language Arts Lesson Title – Main Street: Park Building \_\_\_\_\_ Date – Lesson #5 \_\_\_\_\_

Learning Targets		
EALRs	GLEs	Objectives
<p><b>Social Studies:</b>  <b>3. Geography:</b> The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environment.</p> <p><b>5. Social Studies Skills:</b> The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the process of reading, writing, and communicating.</p> <p><b>Writing:</b>  <b>1.</b> The student understands and uses a writing process.  <b>2.</b> The student writes in a variety of forms for different audiences and purposes.</p>	<p><b>3.2.1.</b> Understands that people in communities affect the environment as they meet their needs and wants.</p> <p><b>5.1.1.</b> Understands multiple points of view on issues in the community.</p> <p><b>5.3.1.</b> Engages in discussions to learn about different points of view on issues.</p> <p><b>1.1.1.</b> Applies at least one strategy for generating ideas and planning writing.  <b>2.1.1.</b> Understands that writing changes for different audiences.</p>	<p>The students will be able to form a point of view on a community issue.  The students will be able to explain why other people in the community have a different point of view other than their own.  The students will be able to defend their point of view to others.  The students will write a formal letter.</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>Check to make sure all of the students are reading the letter.</p> <p>Listen to student's ideas; make notes of students understanding how to think as storeowners, not just second graders that like to play at parks. If some students do not understand how to do so, give the example again.</p> <p>Check to make sure students are writing their letters in correct form, and that all students ideas are being heard. Step in if needed.</p>	<p>Ask the students to open up their Main Street books to the letter that was given to all of the business on the street. The letter explains that the city would like to take down an apartment building near by the street with all of their businesses, and in its place build a park. Before the city can do so, they need support from the business, and that each business needs to reply to this letter.</p> <p>Ask the students what their initial reactions are. After a few reactions have been given, give the students two examples, one of a store that would want the park, and one that would not want the park. A children's store that sold toys would want a park because many children bring toys to the park and this store could benefit from the adults wanting to bring the children to the park to play. A pizza place would not want this to happen because loosing the apartment building would lose many of their customers that do pick up and this pizza place does not deliver.</p> <p>Make a poster with a T chart on it, one side put "pro" on the other side put "con". Ask the students to think of some ideas of pros and cons of putting a park in the area. Switch off by getting one pro, then one con (this way the students will pick sides depending on their belief, not on which had more ideas).</p> <p>After some ideas are on the poster, ask the students to go back to their store groups, and as store owners ask them to write down some of their ideas on why or why not. Remind them to think as storeowners! They need to think of this as bringing more customers, or if it would hurt their business in anyway.</p> <p>When the students have thought of at least 3 good reasons of why they want the city to build, or not build the park, tell the students that together they need to write a letter back to the city. Show them how to write a proper letter, with Dear _____, etc.</p> <p>Once the students have finished their letters, collect them and explain to the students that I will read them and let them know if the park will be built or not depending on the ideas given in their letters.</p>	<p>Call on students to give their reactions.</p> <p>Call on students with their hands raised, and ask them to support their ideas.</p> <p>Walk around and make sure students are not just writing why they would like to have the park because they like parks, but why as storeowners.</p>
<p><b>Grouping of Students for Instruction</b></p> <p>Students will read the letter at their desk, then come to the carpet for their pro/con ideas, and then go back to their desks for the letter writing.</p>	<p><b>Instructional Materials, Resources and Technology</b></p> <p>Students will need their Main Street notebooks, a poster, and some paper for them to write their letters.</p>	

<p><b>Accommodations and Modifications</b></p> <p>If students need help with reading, go and help them or ask a partner to read aloud to them. Make sure their group members are hearing everyone's ideas.</p>	<p><b>Family Involvement Plan</b></p> <p>Ask the students to talk with an adult about if they would like a park built in the neighborhood that they live in. Ask the student to make sure to get reasons why they have their opinion.</p> <p> <b>Seattle Pacific</b> UNIVERSITY</p> <p><small>Engaging the culture, changing the world.</small></p>