

School of Education

Service *Leadership*Competence*Character

WRITTEN LESSON PLAN

Teacher Candidate – Morgan Rost _____ School – _____

Mentor Teacher – _____ University Coordinator – _____

Grade/Subject –2nd/ Language Arts Lesson Title – Main Street: Field Trip! _____ Date – Lesson #6 _____

Learning Targets		
EALRs	GLEs	Objectives
<p>Writing: 2. The student writes in a variety of forms for different audiences and purposes.</p>	<p>2.3.1. Uses a variety of forms/genres. 2.2.1. Demonstrates understanding of different purposes for writing.</p>	<p>The students will learn about community and the ways in which a business works from real business owners and employees. Students will be able to think of thoughtful questions to ask on the field trip. Students will be able to write about the things they learned.</p>
<p>Assessment – <i>What will students do to demonstrate competence specific to learning?</i></p>	<p>Learning Experiences – <i>What learning experiences are the students engaged in to demonstrate the learning target's knowledge and skills?</i></p>	<p>Strategies for Creating an Inclusive, Supportive Learning Community – <i>What strategies will be used to facilitate effective classroom management at key points during the lesson?</i></p>
<p>Be sure to align all assessments with their corresponding learning experiences.</p>		
<p>Look at the questions and make sure they are thoughtful, if not have the students make corrections. Give suggestions for the types of questions they should give. Make notes of what the students found most interesting.</p> <p>Make sure all students are on their best behavior.</p>	<p>Start with “With everything we have learned in this unit, we are now going to use our knowledge to talk with actual business owners and employees about their business.”</p> <p>Write all of the stores that the class will visit on the board, and in their Main Street notebooks, write at least one thoughtful question for each store. As students finish ask them to bring their questions up so the teacher can check the questions and make sure they are appropriate to ask to the storeowners and/or employees.</p> <p>If they are good questions, give the students a note card to transfer their questions onto so they can have them with them when they walk around.</p> <p>Actual field trip: The teacher will pick a street like main street near by, for example 35th AVE NE in the View Ridge area that has a Starbucks, bank, Safeway, Fresh (a gift store), pizza place, hair salon and a few other stores. Hopefully the students can actually walk there so there wont need to be busses, or maybe even use public transit if necessary. Split the class into smaller groups and have parent volunteers walk around with their groups. Explain to the students that not all of their</p>	<p>Make sure almost all of the students can come on the field trip. Send out reminders for the permission slips, and make sure students are ready!</p>

<p>Look at what they learned, and make notes of what they found most interesting. Using all of their information that they learned from the whole unit. Use this for an overall assessment of their information learned, as well as the rest of their notebook.</p>	<p>questions will be asked, but make sure to ask if they can, and remember what others have asked so they aren't repeating questions, and also learning from each other.</p> <p>When the students have gotten back from the field trip, have them open their Main Street notebooks and one page will have all of the stores listed. Have the students write at least one sentence explaining something they learned from each store. It could be the most popular item, typical customers, or even about the coupons they use. Anything that the student found interesting about that business.</p> <p>After the students are finished, have them in their groups discuss some interesting things they learned. Be sure to have them listen to each others ideas, and some of them may have been in different groups so different questions would have been asked.</p>	<p>Have the students work on their own, then when it is their time to share have the students take turns.</p>
<p>Grouping of Students for Instruction</p>	<p>Instructional Materials, Resources and Technology</p>	
<p>Students will be in their store groups, and then in their field trip groups.</p>	<p>Note cards, students will need their Main Street notebooks, and to talk with the stores to set up the field trip.</p>	
<p>Accommodations and Modifications</p>	<p>Family Involvement Plan</p>	
<p>Students that need assistance walking hopefully could have a parent drive them to the stores, or at least to the street to get started. If not then use some sort of transportation instead of walking to the street. Students that need an interpreter, set up one to come on the field trip as well. Make sure any other assistance is set up before field trip. Set up something for students that cannot go to do, or a place for them to be while they are back at school.</p>	<p>Have students talk with an adult about the field trip and what they learned.</p>	