

<b>Grade: 1</b>		<b>Subject: ELA- Writing</b>	
<b>Materials: sticky notes, worksheet, board</b>		<b>Technology Needed: smart board</b>	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Guided practice</li> <li>• Socratic Seminar</li> <li>• Learning Centers</li> <li>• Lecture</li> <li>• Technology integration</li> <li>• Other (list)</li> </ul>	<ul style="list-style-type: none"> <li>• Peer teaching/collaboration/cooperative learning</li> <li>• Visuals/Graphic organizers</li> <li>• PBL</li> <li>• Discussion/Debate</li> <li>• Modeling</li> </ul>	<b>Guided Practices and Concrete Application:</b>	
		<ul style="list-style-type: none"> <li>• Large group activity</li> <li>• Independent activity</li> <li>• Pairing/collaboration</li> <li>• Simulations/Scenarios</li> <li>• Other (list)</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content;">           Explain:         </div>	<ul style="list-style-type: none"> <li>• Hands-on</li> <li>• Technology integration</li> <li>• Imitation/Repeat/Mimic</li> </ul>
<b>Standard(s)</b>  W.2.1 Write informative/explanatory texts.  1. Supply some facts about the topic.		<b>Differentiation</b>  <b>Below Proficiency: Students will participate by writing something on a sticky note. Students will write 2 steps for creating a snowman.</b>  <b>Above Proficiency: Students will participate by writing something on the sticky note and answering many questions. Students will write 4 steps for creating a snowman.</b>  <b>Approaching/Emerging Proficiency: Students will participate by writing something on the sticky note and answering some questions. Students will write 3-4 steps for creating a snowman.</b>  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: Writing on board</li> <li>• Auditory: NA</li> <li>• Kinesthetic: Bringing sticky note up to the board</li> <li>• Tactile : NA</li> </ul>	
<b>Objective(s)</b>  <b>Students will at the end of the lesson, be able to formulate some facts about snowmen, by constructing a step by step procedure on how to make a snowman.</b>  <b>Bloom’s Taxonomy Cognitive Level: Creating</b>			

<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>Students would be sitting at their desks for most of this lesson except when they bring their sticky notes to the front of the class.</p> <p>If students are talking while I am talking, I will ask the students if they can hear me point at their nose, ear, elbow until everyone is quiet and following what I say.</p> <p>I will use the chimes to grab the student’s attention between the explore and review section of the lesson.</p> <p>Students will raise their hands to answer questions and wait until they are called upon to answer a question.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>Students will have a zero-voice level while I am talking.</p> <p>Students will participate by raising their hands to answer questions.</p> <p>Students will participate by writing something on the sticky note and bringing it to the front of the class.</p> <p>Students will work at a zero-voice level while doing their assignment</p>
<p><b>Minutes</b></p>	<p><b>Procedures</b></p>
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>○ Have sticky notes</li> <li>○ Print worksheet</li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>○ I will give each student a sticky note.</li> <li>○ “On your sticky note, I want you to tell me one thing you love about Winter. Once you are done please put on your mask, and put your sticky note on the board, and then sit back down at your desk.”</li> <li>○ I will give students about 3 minutes roughly to write on their sticky notes.</li> <li>○ After students have posted their sticky notes, I will read off some of the sticky notes</li> <li>○ “I see some people like _____ during Winter.</li> </ul>

	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>○ “We are working on informative writing and we are going to write some facts about how to build snowmen.”</li> <li>○ “By raising your hand, can anyone tell me some of the things you know about informative writing?” (fact, not an opinion, gives information)</li> <li>○ As students list off some things, I will be writing them on the board.</li> <li>○ “Today you are going to explain to me, step by step how you would make a snowman. While we are writing some facts about snowmen, I want you to keep in mind some of these things we listed. You will have 4 steps to create your snowman, so first you do____, next you do____, then you do____, and last you do____. Once you are done writing your steps, you can color the page, so I know that you are done.”</li> <li>○ “What questions do you have before you get started?”</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>○ Students will work on their worksheet.</li> <li>○ When students are finished, they will color their worksheet.</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>○ I will ring the chimes to grab the students’ attention when students have completed their worksheet.</li> <li>○ “By raising your hand, I want you to tell me something you learned or something you know about informative writing. You could even just tell me some of the things we listed on the board about informative writing.” (fact, not an opinion, gives information)</li> <li>○ I will look for about 3-5 answers.</li> <li>○ “Thank you for working hard and participating in my lesson today!”</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>· Progress monitoring throughout lesson (how can you document your student’s learning?)</li> </ul> <p>When students are working on their assignment, I will be checking to ensure they are writing some facts about how to make a snowman. After students have completed their assignment, I will also grade/view their assignment.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>During the review, we will all come back together and review some of the things we learned or know about informative writing.</p>

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

The students were very responsive to my engaging activity and we did an extra one because they liked it so much. The students learned some qualities that informative writing has. I know this because they told me informative writing is about facts and gives information to people. A change I would make would be giving the students a few different choices of step by step on how to make something other than a snowman. I would also show students an example to help give them a general idea of what is expected.

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