

Source of Evidence: Lesson Plan

Teacher Candidate Name:	Date of Observation:
Ages/Grades of Students: 10 & 11-Fifth Grade	Number of Students in Class: 32
Number of Students having IEP/504: 4, 2 of them are for speech	Number of Gifted Students: 0
Number of Students who are ELL: 3	
Lesson Title: The Painted Essay	
Context: Describe the students for which this lesson is designed. There are 32 students in the class: 20 of them are female and 12 of them are male. The classroom demographics are as follows: One Pacific Islander, three mixed, six Hispanic, seven Caucasian/White, and fifteen African American/black. There is one male student who has a 504 plan. There are two male students who have an IEP for speech and two male students who have an IEP. There are three students with an LEP, two of them are female and one is male. The first language of these three students with an LEP is Spanish. This class consists of many hard working and motivated students. There are many outgoing personalities in this class. A handful of the students struggle with staying quiet, on task, and working well with others. This class enjoys watching Floccabulary videos about the content they are learning. They also enjoy being read their first quarter novel <i>Wonder</i> .	
Lesson Learning Target(s)/Objectives a. Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards. Content Standard: RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Objective: After working in table groups to complete a graphic organizer for an informational essay and watching as Mrs. Hartman transfer the information from an organizer to an essay, students will be able to write the first paragraph independently. Learning Target: I will be able to identify write an informational essay. b. Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards. Content Standard: W.5.2 Write informational/explanatory texts to examine a topic and convey ideas and information clearly. Objective: After working in table groups to complete a graphic organizer for an informational essay and watching as I transfer the information from an organizer to an essay, students will be able to write the first paragraph independently. Learning Target: I will be able to write an informational essay. c. Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards. Content Standard: W.5.1 Write opinion pieces on topics of texts, supporting a point of view with reasons and information. Objective: After working independently to complete a graphic organizer for an opinion essay and watching Mrs. Hartman model how to transfer the information from the organizer to an essay, the student will be able to write their essay independently. Learning Target: I will be able to write an informational essay.	
Students' Baseline Knowledge and Skills These students learned how to write five paragraph essays while in fourth grade but they did not learn how to write them using the painted essay method. Students were first taught how to write an essay using this method on Tuesday of this week. Students completed a graphic organizer of the painted essay method in their table groups to help them write an informational essay on Thursday of this week. The graphic organizer consisted of the introduction paragraph (hook, focus statement, point one, point two); proof paragraph one (Topic sentence, direct quote for evidence, explanation of	

evidence); proof paragraph two (Topic sentence, direct quote for evidence, explanation of evidence); and conclusion paragraph (Sentence that relates to the focus statement and ending thought). Most students were able to contribute to the completion of their table's graphic organizer. There were four students in particular who struggled to stay focused on the task and contribute to the completion of their group's graphic organizer. Almost all of the students, except for the ones off task, were able to contribute to a creative and meaningful lesson.

Formative Assessment

The formative assessment of this lesson will be the completion of the introduction paragraph on the graphic organizer as a 3-4 person table group. The graphic organizer includes: The introduction paragraph (hook, focus statement, point one, point two); proof paragraph one (topic sentence, direct quote for evidence, explanation of evidence); proof paragraph two (topic sentence, direct quote for evidence, explanation of evidence); and conclusion paragraph (sentence that relates to the focus statement and ending thought).

Resources

-Google Docs, I will have it projected on the screen and use this to model for students how to fill in their graphic organizer for the second time

Lesson Procedures – Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities.

- a. provide a detailed outline of your lesson

I will quickly review with the class what they did yesterday which was completing a graphic organizer in their table groups for an informational essay. I will preview the learning target with students. The informational essay was about August Pullman from *Wonder* and Jake Olson and their shared characteristic of bravery. Students have not turned their graphic organizer into an informational essay yet. After reviewing the previous lesson, I will show students their prompt for the day which is: Identify a common theme between *Wonder* and the Jake Olson article. Give evidence from each story to support your answer. After reading the prompt to students, I will ask students what themes they see in *Wonder* and in the article, I will then write the themes on the board. After each table group has one graphic organizer, I will open to a blank template of the graphic organizer that is projected on the screen at the front of the room. I will pick one of their themes to model with. I will model for students what they could possibly have in their introduction paragraph, students will help me with ideas. After modeling how to complete the introduction paragraph for the class, they will then complete that section on their group organizer. Students will be given about seven minutes to do so, I will set the timer on my phone to ensure that they are staying on schedule. After the seven minutes is up, students will share the introduction paragraph that their group created. The following lesson procedures will be completed on 10/2: I will start the lesson on Monday by reviewing what our focus question was on Friday and how much of the organizer they completed. I will then model for students how to complete the first proof paragraph that corresponds with their point one and what they could possibly put on their organizer. Students will then be given seven minutes to complete this section as a group. After the seven minutes is up, students will share the proof paragraph one that their group created. I will then model for students how to complete the second proof paragraph that corresponds with their point two and what they could possibly put on their organizer. Students will be given seven minutes to do so and students will then share what their group created. I will model for students what they could possibly put in their conclusion paragraph and they will be given seven minutes to complete the last section. Students who do not finish a section along with the rest of the class will simply complete this section while the rest of the class has moved on.

- b. describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of the students present in your classroom (e.g., ELL, students with disabilities, gifted/talented, different cultural/ethnic backgrounds, various socioeconomic backgrounds)

All students will complete the informational essay graphic organizer in their mixed ability table groups. I will model for all students how to complete each of the four sections on their graphic organizer. My two male students with non-speech IEPs who need assistance are placed in groups with higher level students to help them as well as keep them on task. Two of my female students with an LEP are placed in the same group, one is at a higher level and the other is at a lower level who is constantly not focused. These two students are friends, my thought process was that the higher level ELL student would help to keep the lower level ELL student on task. The other male with an LEP is placed in a group with higher level students to help them as well as keep them on task.

- c. identify the questions you will use to promote higher order thinking and understanding and encourage discussion of all students
-What was a common theme between Wonder and the Jake Olson article? Think about the experiences of August and Jake.

Co-Teaching

Will this lesson be co-taught (yes or no)? Yes

If yes, which co-teaching approach will be used? One teach/one assist

How did you co-plan your lesson with your P-12 clinical educator?

I co-planned this lesson with my P-12 clinical educator when we met during our planning period. We brought our ideas together to create this lesson plan. We both agreed on the lesson order, modeling example, table work, and assessment.

Explain why this co-teaching approach is an appropriate instructional choice for this class and content.

The co-teaching approach of one teach/one assist is an appropriate instructional choice for these students and essay writing content because the students need as much guidance as possible when writing essays. There are also three students in particular from this class that will need repetitive guidance, two of them have an IEP and one of them has an LEP.