

Lesson Plan Template

Teacher Candidate: savanna jarabek		Date: sept 17 2024	Title: Midway self check in
Grade: 4	Subject: english	Unit: writing	Lesson #: middle
Core Competency: Personal Awareness & Responsibility		Profile: I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions.	
Big Idea: Texts can be understood from different perspectives.		Content: Strategies and processes- strategies to see where you are at	
Essential Question: Do the students know where they are still needing help, are they aware of things that they are really good at or need to still practice, are they seeing themselves accurately or close to where you view their skills			
Curricular Competencies: Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences			
Indigenous Perspectives and FPPL: Learning involves patience and time			
Learning Intention: Becoming more self aware of their own abilities to be able to see where they may need more help or practice			
Materials: Paper, pens, rulers, any other supplies for decorating their charts			

Introduction - Activate and Engage: *Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.*

Approx Time 15-20 minutes	<ul style="list-style-type: none"> -Have students at their desks -Start by explaining to students the importance of being aware of their abilities, because it helps them know where they are still needing more help go over examples where this can apply outside of school ex: in hobbies, in a job, etc. -on the board draw a chart with 3 headers, I am great at, I understand it, I still need more practice. Go over examples of things that students may need in their writing such as punctuation, spelling, complete sentences, etc. -Fill out an example as a class -BE SURE STUDENTS REMEMBER THAT THIS IS NOT A SET IN STONE THING, THEY GROW AND LEARN THIS IS JUST A REPRESENTATION ON WHERE THEY ARE NOW -Explain to students that they will be evaluating themselves on how well they think they are doing with writing
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Body - Explore and Discover: *What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.*

Approx Time 30 minutes	<ul style="list-style-type: none"> -Have students at their desk and continue to work at their desks -Help students set up their own and put the date on it, allow them to decorate it to their wishes as long as it is still legible. -Have students give you topic within the context of the assignment that they want to have the word written out (EG Spelling, punctuation,...) - Give students time to work on their charts, students can work in small groups if they wish, or they may work fully independently. -walk around the class offering assistance to the students with any questions they may have and also observing where students believe they may need more help along with viewing what may be reoccurring between multiple students to view where students most likely need another lesson or 2.
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Closure - Organize and Integrate: *How will students "cement" their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.*

Approx Time 5-10 minutes	<ul style="list-style-type: none">-Have students discuss as a group what they would like to have more time to work on, such as if they as a group want to practice punctuation more or work more on sentence structure.-Discuss with students how they want to work more on that skill, do they want another lesson or do they want more activities around the topic- Be sure the students know that you heard them and that you will bring their feeling on their understanding into account-as a teacher plan out these new lessons or reviews of these lessons.
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Adaptations/Modifications: Can give students pictures of the skills can give kids pre written up words to cut and glue	Extensions: give an explanation on where there are issues in the skill or what part makes the most sense and how
Assessment Plan: Reading over the students work, compare their assessment of their skills to pre established assessments you have done of their work in the past judge where multiple students need help so that following lessons can go back to skills were students want more help	
Lesson Notes/Reflection:	