

LLLED 3425 Lesson Plan

BACKGROUND INFORMATION FOR READING LESSON ON: MARTIN LUTHER KING JR. & THE CIVIL RIGHTS MOVEMENT

Student Name: Megan Monroe

Lesson Date: February 25, 2013

Group Setting: Whole group

Student Grade Level or Age: 5th grade

Lesson Title: The Life of MLK Jr.

Organization of Lesson: This lesson is a writer's workshop.

Statement of Purpose: The targeted area of this lesson is allow students to read and learn about particular people and events, and obtain information regarding people and key events from the text we read, and to strengthen our informational writing skills before the writing test.

OBJECTIVES -

1. ELACC5W2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
2. SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975. a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War. b. Explain the key events and people of the Civil Rights movement; include Brown v. Board of Education (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr. c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. d. Discuss the significance of the technologies of television and space exploration.
3. ELACC5RI1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4. **EQ:** How do I write to a prompt correctly? How can I determine what elements should be included for informational writing? Do I understand the standards for informational writing, and can I apply them?

MATERIALS -

1. Paper
2. Pencils
3. SMART Board
4. Writing foldable
5. prompt

PROCEDURES -

****THIS LESSON IS ENHANCED DURING THE GUIDED READING EVERYDAY. IN GUIDED READING, THE STUDENTS ARE READING AN INFORMATIONAL TEXT**

ABOUT THE LIFE/WORK OF MLK ENTILED "I HAVE SEEN THE PROMISED LAND"

1. The lesson will begin with a opening on how to unpack and informational prompt using FAT-P, using the SMART Board presentation.
2. Next, I will continue with a minilesson on the characteristics of informational writing, with a discussion based off of their foldable, and we will discuss the layout of the writing test. During the minilesson, we will also discuss how we can learn about a topic simply by reading about it in various texts.
3. After explaining the format of the upcoming writing test, I will pass out the informational prompt and will explain to students how they will have 15 minutes of prewriting, before allowing them to have 30 minutes of drafting.
4. This is the format of the writing test, and the timer will be used to ensure that these time constraints are strictly followed.
5. Once students have drafted for 30 minutes, we will come back together as a class for our closing.
6. For the closing, students will write me a short letter explaining to me whether or not they feel they would be successful on the writing test if they were given an informational prompt. They must provide examples and reasons as to why they feel this way.
7. Their letters will serve as a "ticket-out-the-door".

DIFFERENTIATION: This lesson is designed to serve as a form of assessment, and to allow students to see where they would still like to receive additional help before the writing test. Therefore, the students will work at their own pace during the writing portion of the lesson, however, during our editing on a later date I will work with each one individually to strengthen their weaknesses.

ASSESSMENT: I will read through each of their pieces, and will offer feedback, all the while noting where improvements still need to be made, and where progress has been made.

INFORMATIONAL PROMPT:

Written text is a way in which people pass along information to others. Write a piece telling others of the work/life of Martin Luther King Jr.

Lesson Reflection:

This lesson was one of my favorites that I have ever done in any of my placements. I worked side by side with my mentor teacher to develop a plan that would help the students feel confident going into the writing test. I planned this lesson with my students' needs in mind, according to the data collected by my mentor teacher. One of my biggest challenges with this lesson plan, was taking it from the format in which I taught it, and putting it into this format, and still having it portray everything that I set out to accomplish.

While this lesson went pretty much according to plan, I was a bit disappointed in just how boring it was for the students. I planned the lesson to be so rigorous for students, because my mentor teacher had stressed to me the importance of allowing them the opportunity to practice writing exactly as they would on the writing test, to reduce any testing anxiety due to uncertainty. Morgan responded particularly well to this lesson, as she continuously worked up until the end of each time frame. I chose to have the students write an informational piece versus a narrative, because Ms. Crenshaw reviewed the data she had been collecting with me, and allowed me to see that many students needed additional support with information writing, including Morgan. I incorporated the portion of the lesson requiring students to draw upon an information text to gain information for their own writing, as a means to offer Morgan an opportunity to strengthen and utilize her reading comprehension skills. By having her read to obtain information, I observed as she paid careful attention to what she was reading, and worked through the text to find useful information for her piece.

This lesson will go on to effect the next two days' lessons, as the students will write opinion pieces, and will work side-by-side with me to publish their work. For Morgan in

particular this lesson will continue to serve as example of how to complete the writing process, according to the standards of the writing benchmark, as well as how to utilize information texts, to provide evidence for your audience.

LLED 3425 Lesson Plan Format

BACKGROUND INFORMATION FOR READING LESSON ON Martin Luther King Jr. and The Civil Rights Movement	
Student Name: Megan Monroe	Lesson Date: February 26, 2013
Group Setting: Whole Group	Student Grade Level or Age: 5 th grade
Lesson Title: Is Martin Luther King Jr. a Hero?	
Organization of Lesson: This lesson is in the form of a writer's workshop.	
Statement of Purpose: The targeted area of this lesson is allow students to read and learn about particular people and events, and obtain information regarding people and key events from the text we read, all the while looking critically at texts for the author's point of view. Another targeted area for this lesson is to strengthen our opinion writing skills before the writing test.	
OBJECTIVES - <ol style="list-style-type: none"> 1. ELACC5W1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 2. SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975. a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War. b. Explain the key events and people of the Civil Rights movement; include Brown v. Board of Education (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr. c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. d. Discuss the significance of the technologies of television and space exploration. 3. ELACC5RI1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 4. EQ: How do I write to a prompt correctly? How can I determine what elements should be included in opinion writing? Do I understand the standards for opinions writing and can I apply them? 	
MATERIALS - <ol style="list-style-type: none"> 1. Paper 2. Pencils 3. "My Brother Martin" 4. SMART Board 5. Writing foldable 6. prompt 	
PROCEDURES –	

****THIS LESSON IS ENHANCED DURING THE GUIDED READING EVERYDAY. IN GUIDED READING, THE STUDENTS ARE READING AN INFORMATIONAL TEXT ABOUT THE LIFE/WORK OF MLK ENTITLED "I HAVE SEEN THE PROMISED LAND"**

1. The lesson will begin with an opening on how to unpack and opinion prompt using FAT-P, using the SMART Board presentation.
2. Next, I will continue with a minilesson on the characteristics of opinion writing, with a discussion based off of their foldable, and we will discuss the layout of the writing test. During the minilesson, I will do a class read-aloud with the text "My Brother Martin" by Christine King, and make connections between her account of MLK's life, and the accounts offered by historians.
3. To conclude the minilesson, we will discuss how author's opinions about subject matter often show in their work, and give readers clues as to how the authors feel. We will brainstorm as a class what students believe defines a "hero", and whether or not Martin Luther King Jr. should be considered a hero.
4. After explaining the format of the upcoming writing test, I will pass out the opinion prompt and will explain to students how they will have 15 minutes of prewriting, before allowing them to have 30 minutes of drafting.
5. This is the format of the writing test, and the timer will be used to ensure that these time constraints are strictly followed.
6. Once students have drafted for 30 minutes, we will come back together as a class for our closing.
7. For the closing, students will write me a short letter explaining to me whether or not they feel they would be successful on the writing test if they were given an opinion prompt. They must provide examples and reasons as to why they feel this way.
8. Their letters will serve as a "ticket-out-the-door".

DIFFERENTIATION: This lesson is designed to serve as a form of assessment, and to allow students to see where they would still like to receive additional help before the writing test. Therefore, the students will work at their own pace during the writing portion of the lesson, however, during our editing on a later date I will work with each one individually to strengthen their weaknesses.

ASSESSMENT: I will read through each of their pieces, and will offer feedback, all the while noting where improvements still need to be made, and where progress has been made.

OPINION PROMPT:

"Hero" can be defined in a number of ways, with many people being considered heroes throughout history. Should Martin Luther King Jr. being considered a "hero", why or why not?

Lesson Plan Reflection

This lesson was a follow up lesson from the previous days in which the students wrote informational pieces. I enjoyed this particular plan because it exposed the students to ways in which history can be viewed from a critical standpoint. As we began our discussion about point of view, it was interesting to me how few of the students had ever considered the concept beyond first, second and third person. After being introduced to the idea of using point of view as a tool to read more into the author's opinion, the students were really interested to begin investigating the points of view of the authors we had been reading that week. When I explained that we would be reading a book written by Martin Luther King Jr.'s sister, they were quick to explain to me how this book would probably be more accurate than the others, because she actually knew him. It was amazing to hear the connections they were making.

After finishing the read aloud, I continued our discussion about MLK Jr. by asking them if he should be considered a hero, and why they felt the way they did. Right off the bat nearly every student shouted "Yes he's a hero!", without giving it much thought. To require them to think a bit more critically into the matter, I asked if they knew that he had had extra marital affairs. While this may seem like an unimportant fact for a fifth grade classroom, it generated a critical conversation like I have never heard. Morgan in particular could not imagine how America could praise such a man, and not know of the wrongs that he did. This critical thinking spilled over into her work of why she did consider Martin Luther King Jr. a hero, but believed that everyone should be educated on the fact that he was not perfect.

By having Morgan first think critically about the topic, gave her the interest and drive she needed to support every opinion she offered her audience with strong evidence from the text. In the past Morgan has struggled with opinion writing, because she fails to offer support, however by teaching her how every author implants their opinions in their work, whether obvious to the naked eye or not, gave Morgan the understanding she needed to write an opinion piece like she had never written before. I plan to continue building off of this lesson for tomorrow's lesson, as I will have Morgan revisit this piece, and her informational writing, to determine which she feels she still needs the most support with.

LLED 3425 Lesson Plan Format

BACKGROUND INFORMATION FOR READING LESSON ON MARTIN LUTHER KING JR. AND THE CIVIL RIGHTS MOVEMENT	
Student Name: Megan Monroe	Lesson Date: February 27, 2013
Group Setting: Whole group/ Individual	Student Grade Level or Age: 5 th grade
Lesson Title: Writer's Workshop Conferences/ Publishing	
Organization of Lesson: This lesson is in the format of a writer's workshop	
Statement of Purpose: The targeted area of this lesson is to provide students with an understanding of the difference between editing and revising, and when and how they know a piece of writing is complete.	
OBJECTIVES - 1. ELACC5W6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 2. EQ: How do I know when a piece of writing is complete?	
MATERIALS - 1. Previous work 2. Pencils/ pens 3. Paper	
PROCEDURES - 1. This lesson will begin with an opening asking the students to describe the difference between editing and revising. 2. For the minilesson, I will discuss the characteristics of both editing and revising, and where they fall within the writing process. Students will take notes on editing and revising off of the Powerpoint slides to refer back to as they edit and revise their work. 3. After copying the notes, students will begin the revising process and once complete will move onto editing and publishing their chosen piece. 4. While students are working independently and in pairs to revise and edit their work, I will call each one over individually to conference with me, and receive feedback on their work. 5. After all pieces have been published, students will share them with their classmates, and we will use this time to offer each person a compliment on their writing to build them up one last time before the writing test.	
DIFFERENTIATION: This lesson is designed to serve as a form of assessment, and to allow students to see where they would still like to receive additional help before the writing test. Therefore, the students will work at their own pace during the revising/editing portion of the	

lesson, however, I will meet each students specific needs during the conferencing portion of the lesson.

ASSESSMENT: I will use their final piece to assess their writing for their chosen genre. This will serve as a formal assessment as I will be able to see exactly where they are, and where progress can still be made.

Lesson Reflection

While I enjoyed all the lessons I planned for this unit, this one was my absolute favorite. This lesson offered me the opportunity to really get to know each student as an individual writer, and understand his or her writing strengths and weaknesses. While we have discussed many times in class the importance and power of conferencing with students, I did not fully understand its capacity until I did it for this lesson. Although the conferencing portion of this lesson went well, as did explaining to the students the difference between revising and editing, I do wish there would have been more time to make the publishing process a bit more fun. If I were to do this lesson in the future, I would like to have found a way to make the publishing process more like a publishing party, and have the students type their copies.

Morgan responded well to this particular lesson, as she seemed to gain a lot from conferencing with me about her work. I could tell conferencing helped her writing process, because she was very interested in my suggestions for making her work stronger, and incorporated my ideas and corrections into her final piece. This lesson would serve as a great starting point for another writing unit, as it offers feedback on each student's individual progress. As a teacher, if I were to expand off of this unit's last day lesson, I would build another unit around the areas of the writing process, or writing genre, that my students were still a bit weak in. This would be an easy extension, as it could be applied to nearly all cross-content areas, and could incorporate curriculum from both Social Studies and Science. Overall, I am please with how this unit, and this particular lesson, went as I feel as though not only did Morgan grow as a reader and writer over the past few days, but judging by the classes' final products, her classmates did as well.

Self-Evaluation

This project was an extreme learning curve for me, as I have had no experience with creating an assessment portfolio. The idea of basing an entire unit off of the specific needs of my students was something that should not have been foreign to me, but was. In all honesty, many of my past assignments for classes have been designed to simply meet the criteria of the assignment, with little other consideration in mind, however, for this assignment I really wanted to learn how to reach my students needs. For this reason, I spent a great deal of time planning, conversing, and re-planning my unit of lessons and assessments with my mentor teacher to develop a unit that would benefit my students. While this took longer than I expected, the outcome far greater than I could have ever imagined. This assignment allowed me to see how one becomes an effective educator, as well as how to build off of assessment results. I believe I deserve a 25/25 on this assignment because I met all criteria listed in the rubric. I put many hours, and a lot of effort into making this portfolio something that I am proud of, and I hope my grade will reflect this work.