

LESSON PLAN

Name: Lauren Caputo

Date: Monday, September 9

Cycle Day: 4

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| GENERAL INFORMATION |
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Lesson Title & Subject(s): Writing a Paragraph Using Answer Sandwich Format

Topic or Unit of Study: Writing

Grade/Level: 3rd

Instructional Setting:

There are 21 students in the class. The students' desks are grouped into five teams, with four students in four groups and five students in the fifth group. There is a SMARTboard and dry erase board at the front of the room, a classroom library and carpet in the back of the room, and three different worktables where students can gather in small groups with a teacher.

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| STANDARDS AND OBJECTIVES |
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Your State Core Curriculum/Student Achievement Standard(s):

Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Lesson Goals:

By the end of the lesson, students will be able to construct a paragraph containing a topic sentence, three supporting sentences, and a concluding statement that restates the main idea.

Lesson Objective(s):

Students will write a paragraph in their journal making sure to include a topic sentence, three supporting sentences, and a concluding statement that restates the main idea with 100% accuracy (students have written all five sentences).

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| MATERIALS AND RESOURCES |
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Instructional Materials:

SMART board (displaying the answer sandwich graphic organizer and lined paper), laptop, gold answer sandwich handout, writing journal, pencil

Resources:

N/A

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| INSTRUCTIONAL PLAN |
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Sequence of Instructional Procedures/Activities/Events:**Identification of Student Prerequisite Skills Needed for Lesson:**

Students should have basic hand-writing skills, as well as know how to properly construct and punctuate a sentence. Students have been previously taught how to construct a paragraph using the answer sandwich model.

Presentation of New Information or Modeling:

State the main objective of the lesson so students know what they will be learning. Display the answer sandwich graphics on the SMART board and review the key components of a paragraph (topic sentence, three supporting sentences, and concluding statement that restates the main idea). Introduce the topic we will be writing about, which is: "How was your weekend?".

Guided Practice:

- Ask several students to describe in one word how their weekend was. *Good, bad, boring, exciting, fun, etc.*
- Have students get out their writing journals. Sts are reminded that we use a fresh page (right-hand side of the journal only), we write the date all the way to the left on the top line, skip one line, and INDENT first sentence.
- Ask what our restatement of the prompt should be. "My weekend was _____."
- Remind sts to indent first sentence and have them write restatement and fill in the blank with a word or phrase describing how their weekend was.
- Write "My weekend was so fun!" on journal page on SMART board.
- Discuss what sts can write for three supporting detail sentences. Ask for volunteers to tell their sentences to the class. Have sts write their three sentences in their journals, remind them NOT to indent the rest of their sentences.
- Write "I went to my niece's third birthday party. I ate a lot of yummy food. It was good to see all of my family!" on the SMART board.
- Discuss what a good concluding statement would be. Ask for volunteers to tell the class their concluding statement. Have class write their final sentence in their journals.
- Write "In conclusion, I had a really fun weekend." on the SMART board.

Independent Student Practice:

The students will be writing their paragraphs in their journals independently during this activity, with guidance and support from the teacher on spelling and grammar.

Culminating or Closing Procedure/Activity/Event:

Have students write "R, 1, 2, 3, C" across the top of a scrap piece of paper. Ask for two different students to read their paragraph aloud. Instruct the class to listen carefully and put a check mark for each sentence they hear the student read. The class should hear a restatement, three supporting sentences, and a concluding statement.

Pedagogical Strategy (or Strategies):

Direct instruction was used during this lesson.

Differentiated Instruction:

N/A

Student Assessment/Rubrics:

Go around the room and check sts' journals. Mark "R, 1, 2, 3, C" for each sentence. Mark how many points out of five points each student scores.