


Name(s): Brooklyn Hadley		
Grade Level: 3rd grade	Subject: Language Arts	Lesson Length: 30 minutes

I. Standards	
Utah State Core Curriculum Strand(s) and Standard(s):	<p>Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding statement.</p> <ul style="list-style-type: none"> a. Introduce and develop a topic using facts, definitions, details, and group related information and graphics together. b. Write, produce, and expand simple, compound, and complex sentences. c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
Summative Assessment:	n/a
Central Focus	I can use a mind map to generate ideas about my summer vacation.

II. Intended Learning Outcomes	
Learning Objective/Goal:	<p>Know: How to brainstorm ideas and use a mind map.</p> <p>Do: writing down summer vacation activities and using one to fill out a mind map that includes the 5 w's- who, what, when, where, why and writing a complete sentence or two at the end that includes the 5 w's.</p>

III. Assessment of Student Progress	
Pre-assessment:	Observe students while they are participating and look for prior knowledge of generating ideas.
Informal assessment(s):	<p>Ask students questions such as</p> <p>“What is brainstorming?”</p> <p>“How do we use brainstorming?”</p> <p>“How is brainstorming related to a mind map?”</p>
Formal assessment:	Their completion of the mind map and final sentence.

IV. Preparation	
Students' prior knowledge, skills and assets:	<p>Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.</p> <ol style="list-style-type: none"> Write, produce, expand, and rearrange complete simple and compound sentences. Use appropriate conventions when writing.
Student preparation:	Pencil or white board
Teacher preparation:	<p>The book "<i>How I Spent My Summer Vacation</i>"</p> <p> <i>How I Spent My Summer Vacation Read Aloud</i></p>
Technology integration:	Presentation: Presentation slides

V. Instructional Procedures
Empty space for instructional procedures

LESSON PLAN STEP	HOW TAUGHT: Script	@ TIME
HOOK	<p>T: "Hello class! Today we are going to learn about mind mapping. First I am going to show you some pictures and you are going to tell me what they remind you of. All of the pictures are like different clues so you won't be able to get the right answer on the first picture, you have to look at the other pictures as well to be able to have an idea of what it is supposed to be. <i>Shows pictures to class</i></p> <p>S: I think it is talking about summer!</p> <p>T: Very good, it is talking about summer, summer vacations, and summer break. What I want to do with you now is read a book about summer vacation.</p>	3 min
BOOK	<p>T: What I want to do with you now is read a book about summer vacation. This book is called "How I Spent My Summer Vacation" by Mark Teague. Listen quietly because I am going to ask you some questions when it is done.</p>	30 sec
LOOK	<p>Read book aloud to class.</p> <p>Electronic Link: ▶ How I Spent My Summer Vacation Read Aloud</p> <p>T: "What did the author do to make this descriptive?" "What happened during this boy's summer vacation?"</p> <p>S: "He went on a lot of crazy adventures with cowboys"</p> <p>S: The author exaggerated what he actually did.</p>	5-10 min
NEW	<p>Standard 1.W.3: Write narrative pieces that retell two or more events. Provide details regarding the events using temporal words in sequential order and provide a concluding statement.</p> <p style="padding-left: 40px;">a. Write, produce, and expand complete simple sentences. b. Use appropriate conventions when writing.</p> <p>What: "Today you are going to use a mindmap to produce a complete sentence or two about your summer vacation using the 5 w's."</p> <p>Why: "It is important for you to be able to generate ideas such as brainstorming or mind mapping to help you write complete sentences that can be more descriptive."</p> <p>EOL: "By the end of the lesson you will be able to create your own mind map using the 5 w's- who, what, when, where, why."</p> <p>T: "Can someone remind me what brainstorming is?"</p>	6 min

	<p>S: "Coming up with multiple ideas to write about."</p> <p>T: "Yes it can be coming up with multiple ideas to write about, it also means to have group discussions to produce ideas or solve problems. We are also going to learn how to create a mind map, this is a visual technique for organizing and representing ideas and concepts."</p>	
I DO	<p>T: "Now I'm going to show you how I can use brainstorming and mind mapping together. First I'm going to write down a list of things I did over the summer. I am going to write as many as I can think of."</p> <p><i>Write this on the board</i></p> <ul style="list-style-type: none"> - camping - hiking - swimming - Yellowstone - Island Park - Fourth of July - Pickleball <p>T: "Now that I have brainstormed a pretty good list of summer activities, I'm going to create my mindmap."</p> <p><i>Draw a circle on the board</i></p> <p>T: "I'm going to pick one of my summer activities and I'm going to write it in the center."</p> <p><i>Write "Yellowstone", in my circle, then draw 5 lines out of the circle and label them who, what, when, where, why.</i></p> <p>T: "Now I'm going to answer my 5 w's relating to my summer activity. Who- My family and I, what- We went hiking in and saw bears, wolves, and bison, when- at the end of summer, where- Yellowstone National Park, why- Because we wanted to spend time together and experience something new."</p> <p><i>Write these on your mindmap as you are saying them.</i></p> <p>T: "Now that I am done answering all of my w's I'm going to create a complete paragraph that includes all of my w's. My family and I went on a end of summer trip to Yellowstone National Park. We wanted to spend time together trying something new, and were hoping to see lots of animals. We did get to see some bears and wolves which I had never seen before, as well as lots of bison. We also got to go on beautiful hikes. "</p>	1-5 min
WE DO	<p>T: "Now we are going to do it together. Can everyone get out their notebooks or whiteboard and follow along. First I want a couple of people to share what they did over the summer."</p> <p>S: "Swimming"</p> <p>S: "Camping"</p> <p>S: "hiking"</p> <p>S: "vacation"</p> <p>S: "Evening walks"</p> <p>T: "Awesome! We just brainstormed some summer activities that you guys have done. I'm going to call on a student to choose one of these activites for</p>	3-5 min

	<p>us to use a mind map on.”</p> <p>S: “Evening walks”</p> <p>T: “Ok, we are going to write evening walks in the center and draw out 5 lines for our 5 w’s.”</p> <p><i>Write this out on the whiteboard</i></p> <p>T: “Now can anyone tell me who is a part of the activity?”</p> <p>S: “Family and maybe friends”</p> <p>T: “And what are they doing?”</p> <p>S: “Going on an evening walk.”</p> <p>T: “Where are they?”</p> <p>S: “Outside in their neighborhood.”</p> <p>T: “When is this happening?”</p> <p>S: “In the evening!”</p> <p>T: “Why are they doing this?”</p> <p>S: “Because it’s a tradition to go on a walk in the evening.”</p> <p>T: “Right! Now we are going to write a complete sentence or two. What should our sentence be?”</p> <p>S: “My family and friends go on a walk in the evening around our neighborhood. We do this because it’s a tradition!”</p> <p>T: “Remember when we are writing sentences we need to use a capital at the beginning and correct punctuation at the end.”</p> <p><i>Now you will go onto the you do part of the lesson.</i></p>	
YOU DO	<p>T: “Now that we have been able to practice mind mapping and creating sentences together, we’re going to give you the opportunity to practice it on your own!”</p> <p>T: “First we are going to give you each a blank piece of paper and when we say go you are going to list all the traditions you can think of, whether they’re your own, or some you’ve only heard about. You’ll write for about 30 seconds. Ready, set, go!”</p> <p>T: “Awesome job! Now you are going to pick ONE tradition from your list and make a mind map for it using the 5 W’s. When you are done with your mind map, write 1 paragraph about the tradition you chose using the 5 W details you put in your mind map. We’ll give you about 5 minutes to do so and then we’ll come back together.”</p> <p><i>We will go around observing and monitoring the students as they write their sentences and do their mind maps and answering any questions they might have.</i></p>	5-10 min
SHARE	<p>T: “Great! Now that you’ve had some time to work, we are going to go around and share some sentences! We’ll have you pair up with a partner sitting next to you and give you about 3 minutes to share your paragraphs, the summer activity you picked, and why you chose to include the details you included in your sentences.”</p> <p><i>Students share with one another for about 3 minutes.</i></p> <p>T: “Wonderful, now does anyone want to share their sentences or their mind map with the class?”</p> <p><i>Teachers take about 2 minutes for a couple students to share their</i></p>	3-5 min

		<i>sentences.</i>	
CARE	T: "Thank you so much for participating and listening so well during this time. You guys all worked so well and came up with some really great sentences. Give yourself a little pat on the back for focusing and doing your work so well."		1-3 min

VI. Academic Language		
Language Function:		Understand
Language Supports		
	Vocabulary:	Critical thinking, mind mapping, 5 W's, traditions
	Syntax:	
	Discourse:	

VII. Addressing Learners' Needs - Use what you have learned in these courses to respond to these items.	
Differentiation/ Individualization:	
Support for ELLs: Fluency Stage Specific Support: <ol style="list-style-type: none"> 1. Entering 2. Emerging 3. Developing 4. Expanding 5. Bridging 6. Reaching 	
Accommodations/ Modifications for IEPs/504s:	