**College of Saint Mary**

**Lesson Plan Format with Evidence of Student Learning Analysis**

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| **LESSON/ACTIVITY INFORMATION** |
| **Title:** Writing a Letter |
| **Your name:**Miranda Benge | **Age or Grade Level:**2nd grade  | **Integrated Disciplines/Subjects:**Writing | **Time frame for Lesson:**30-35 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| LA 2.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.LA 2.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.LA 2.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). |
| **Objective**Students are able to recognize all parts of a letter and continue emerging their letter writing skills. |
| **Assessment:** The assessment will be having students hand back their activity packet to see the answers they chose. The students are to only select the answers with a marker, that way the teacher can see what the students understand and don’t understand. The students are also in charge of seeing their own assessment by using the QR code to get the answer.   |
| **Materials:** *Include any materials that will be essential to conducting the lesson.*-Parts of a Letter Poster-QR Code Letter Activity-iPads-Writing Utensils-Markers and Pencils-Writing Notebooks |
| **LESSON PROCEDURES** |
| **Anticipatory Set:**  The teacher will have the students meet at the front of the room. The teacher will ask students if they remember the parts of a letter. Up on the board, there will be a sample letter she has written. She will remind them that there are five components when writing a letter. The teacher will then tape off the five components in random order (date, heading, signature, body, closure.) The teacher will call on students to come up and tape up which part of the letter is which. |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.* ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* |
| **Teacher will do:**-The teacher will have the students meet at the front of the room. -The teacher will remind the students of what we have been learning this week. (parts of a letter)-The teacher will go over the letter anchor chart on the board. -The teacher will say that there are five components when writing a letter to someone. She will ask students if they remember what those are. She will then tape up on the board the five components. These are listed in random order (date, greeting, the message, the closure and the signature).-The teacher will call on students to tape the correct component to the part of the letter. -The teacher will explain when you capitalize, and where commas go when writing a letter. She will also explain the importance of each part of the letter.-The teacher will introduce the QR code activity. -The teacher will give the directions to the students that they will get into groups and do the following:1. Read each question.
2. Read each answer.
3. Talk about the choices in your group.
4. Circle your answer in marker.
5. If you get the answer wrong discuss with your group, the right answer.
6. When you are done turn in the packet.

-The teacher will also mention that the directions are on the front of the packet.-The teacher will tell students that if they finish early that they can fix their letter from the following day since we have learned more about how to write a letter. -The teacher will have students get into 7 groups of 3 or 4. They will read the questions together and decided which answer goes with the following question. After they check a box for their answer they will check their answers by using the QR code app**Groups**-Lexi, Karter, Charlotte-Will, Brody, Elli, Maria, -Taylor, Alex, Aaron -Mayley, Rylan, Chloe, Zach-Brooklyn, Owen, Caden, -Lucy, Addison, Emma-Carson, Dominic, Ava-The teacher will remind groups that finish early that they can fix their letter from the following day since we have learned more about how to write a letter. -Once the teacher sees the students done she will wrap up. If students finished early, the teacher will also ask students to share their letters that they fixed. She will ask the class to give a thumbs up of they liked the activity. The teacher will ask students what the five components are for a quick review.  | **Student will do:**-Students will listen to directions and meet at the floor. -Students will think or answer what they have been learning this week. -Listen to the teacher introduce the letter anchor chart and listen to what the five components are. -Students will go up to the board if called on to name a part of the letter (date, greeting, body, closure, signature).-Listen to activity directions-Get into groups-Take turns reading the questions-When they have their answer they will circle it-Once their answer is marked they will check their answer with the QR code app-When finished they will move onto the next questions and repeat until done.-Once the group is done they will hand in their worksheets-If there is time or if there are early finishers, they will go back to their seats and look over their letter from the previous day, looking for ways to improve it based on what they just learned.-Share their writing if there is time and if students had time to work on it.-Give a thumbs up if they enjoyed the activity.  |
| **Closure:** The teacher will have students turn in packets. The teacher will ask if they liked the assignment, thumbs up or thumbs down. If there was enough time at the end of the QR code activity and students were able to edit their letter from the other day they can share their letter with the class. The teacher will ask them what they fixed in their letter, based on what they learned today.  |
| **Differentiation:**In each group for the activity, there are diverse learners, allowing for students to help each other and work together. Student with speech articulation concerns: The teacher will ask them questions in whole group that can be answered with few words. Student with ADHD: The student will be paired a group to help them achieve the goal of completing the activity. The teacher will step in if needed. Enrichment: For the students who finish early they will get to edit their letter from the previous day using what they learned to fix their mistakes.  |
| **References:** Jeni Sanders- Parts of a Letter QR Code Activity |
| **LESSON CONTENT AND STRATEGIES** *Review all of the previous sections of your lesson plan* ***and****complete items in the following section prior to teaching your lesson.* |
| **Content Knowledge:** The students are familiar with QR codes. The students were introduced to parts of a letter on Wednesday. They will use their prior knowledge from the introduction lesson from the other day to apply it to today’s lesson. **Teaching Methods/Strategies:** The teaching methods I chose are whole group and small group work. I believe that it is important to have class discussions so that students can learn together and learn from each other. It is also important for students to work in groups so the students can communicate and finish a task together. I will walk around when they are in groups to see if they need any help or need anything explained. **Reflection**The students seemed to enjoy this lesson. The introduction of the lesson went well as a whole group. The students were engaged in the questions the teacher asked them. They seem to understand the concepts of a letter. After the students met on the floor they got into their groups that they were assigned to. The worked well in their groups, and handled the iPads with care. They remained on task and seem to enjoy the QR code activity.  |

Updated by Dr. Melanie K. Felton

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