

Lesson Plan Analysis Checklist

Purpose of the Lesson:

What is the goal of the standard? (Dissect the Standard)

Social Studies integrated into Wit & Wisdom lesson

ELA-05.R.03a Summarize an informational text or passage, stating the main idea(s) and providing supporting details.

ELA-05.W.01 Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.

Does the Standard connect to another area of the curriculum?

- The lesson/standard in Wit and Wisdom is integrated with social studies
 - o The American Revolution is the focus on the lesson
- The book we are reading in Wit and Wisdom is, "Colonial Voices Hear Them Speak" by Kay Winters
 - o Its focus is the American Revolution, and the students will be decoding what happens in the first half of the book. The students will reread the first half of the book

Purpose of the Lesson: Proficiency Scale

I can Statement:

I can summarize an informational text or passage, stating main ideas and providing supporting details for the main idea.

I can produce clear writing that is appropriate to the task, purpose, or audience.

What supports are planned for students who are struggling?

- Reading partners who are at a bit of a higher reading level than them so that they can model to the lower students.
- Guidance from teacher and peers
- Examples on poster and board
- Use book

What extensions are planned for students who are at grade level?

- Helping explain to lower-level students content
- Giving examples of patriots and loyalists and explain the difference between the two

Every student will be asked to decipher if their assigned character is a loyalist, in-between, or a patriot, answer questions about that specific character and share out.

What vocabulary is needed in the lesson?

Patriot – someone who supported independence from the British

Loyalist – someone who remained loyal and did not want to break away from Britain

Independence – freedom to rule themselves without being controlled by another country

Tea tax – a tax that Britain placed on tea which made it more expensive for the colonies

Liberty – the right to be free and make your own choices

Perspective – the way a person sees or understands something based on their experiences and beliefs

Evidence – facts or information that help prove that something is true

Effective Instruction: I do: Model Instruction

How will the teacher connect students' prior knowledge to the lesson?

- Reviewing what we went over yesterday in our lesson
- Facilitating discussion about our book and the parts in our book
 - o Talking about what we learned from our book

How does the teacher plan to use explanations, representations, tasks, and/or examples that will make the content of this lesson clear?

- When students come into the classroom the teacher will encourage them to go to the historical notes section in their book and find the note that goes along with their character and they will write the occupation from their characters and two facts they learn from the historical notes

This helps them connect their knowledge of what they learn about their character, the historical facts about the character, and comprehension. It also helps practice notetaking.

- Teacher will give the students prompts for their summary of the historical text and students will fill in the blank. (each student at their table group has their own character to focus on)

What learning tools will be used for hands-on learning experiences and what behavior expectations are needed to use them?

- Sticky notes
- Chart
- Google classroom doc questions

Effective Instruction: We do-Guided Practice Opportunities

What will the teacher say and do to guide students to apply the Proficiency Scale/I can statement modeled by the teacher?

- Students will be put into groups and discuss the difference between patriot and loyalist
 - They will do a small chart together showing the description, characteristics, examples, and non-examples. One group will do loyalist and the other will do patriot.
- Students will make their sticky note with their character and their character's perspective. They will then go to the poster in the room according to which party they are apart of, loyalist, patriot, or in-between.

Formative Assessment: How will students demonstrate they are ready to move to independent practice?

- When we are sharing out among groups that did the chart
- When they show an understanding of what party their character belongs to and what those parties each stand for.

Effective Instruction: You Do- Independent Practice

What will students do to demonstrate their understanding of the Proficiency Scale/ I can statement?

- The students will each have to write on a sticky note their character, their character's occupation, and their character's perspective throughout the story "Colonial Voices"
- They will also have Google Doc form to fill out.

Formative Assessment: What level of mastery is expected of the student for this lesson to be successful?

[Proficiency scale](#) for standard ELA-05.W.01

[Proficiency scale](#) for standard ELA-05.R.03a

They will have to make the right indication of what their character's perspective is and answer the questions on the form correctly

Data Collected

What data will be collected to inform the next steps for instruction?

After they write their sticky note they will stand by the poster that says what their stance was (patriot, loyalist, in-between) and share aloud their character we will fact check them.

The data will also be collected from the google doc form.

Lesson Reflection

Done after Instruction

What would you keep or change in this lesson? What proof do you have that the students understood and were engaged in the ND Content Standard/ Proficiency Scale/ I can statement?

The lesson went really good. It was Wit & Wisdom that had Social Studies integrated into the lesson. We talked about the American Revolution and the students loved it. It was really interesting to teach Wit & Wisdom and I liked the experience I got to have by teaching Wit & Wisdom. I think I would love to explore Wit & Wisdom more and I have no idea how you could like the other curriculum better. The lesson went very smooth. I feel I could use work on stating expectations, but I know it is a work in progress and since it is a different type of curriculum and it is also a new curriculum I am giving myself some grace. I think this was a great lesson for me to get introduced to Wit & Wisdom. It helped me learn how to adapt my teaching style to the content and lesson style of Wit & Wisdom.

I think my classroom management went really well during this lesson. The students responded really well to my classroom management and my directives throughout the lessons. They also demonstrated an understanding of what I taught them when they very clearly gave examples of what both patriots and loyalists are. They also very clearly gave explanations as to what party their characters sided with and also gave examples and cited their work from the book to back their theory up.

The students also demonstrated that they understood the content that was being taught because they did very well on the Google Doc they did. The questions asked not just about their character, but also made sure they thought about the entire book as they read. The students showed their understanding by being able to answer these questions that were geared towards comprehension of the whole book.