



Teacher: Miss Miranda

Subject: Literacy / Grade Level: 1st grade

SDTR Lesson Planning Template- CalTPA 2 Lesson 4

CONTEXT

Provide brief context for the lesson. How and where does it fit within a unit or project? What happened the day before, and what will happen the day after? Who are the learners? How long will the lesson last?

This lesson helps guide students to critique their own work by using a rubric. They will then use the rubric to improve their writing and then begin their final draft.

This lesson will continue our unit on narrative writing. We have just completed our unit on opinion writing. They have already been using transition words and understand paragraph structure.

During this lesson there will be various learning modalities; teacher-led, student-led, whole group, small group, pairs, and individual. The learners are 1st grade students, who are 6-7 years old. The group make-up includes ten students, 5 boys and 5 girls. One student in the group has an IEP and there are two English language learners. The lesson will last approximately 30 minutes.

STANDARDS

If applicable, provide specific standards that the lesson will target. Indicate if the standard is being introduced (I), practiced (P), or assessed (A) in this lesson. Possible standards frameworks: CA [CCSS](#), [NGSS](#), [ELD](#), and/or [Learning for Justice](#).

1.W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order.

ELD.P1.1.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

GOALS

What are your goals for the activity? Specifically, by the end of the lesson, what will students know, feel, understand, and/or be able to do?

Students will understand how to use a rubric to critique their work.

Students will feel capable of improving their work with the framework.

Students will be able to become more self aware of their writing process and be able to improve their writing step by step.

ANTICIPATORY PLANNING

What prior knowledge, ideas, and misconceptions might students bring into this lesson? How can you proactively address or frame these misconceptions? How will you respond if students share harmful misconceptions?

I anticipate that my students may struggle to correct their own work. I plan to model how to use the rubric on a neutral narrative piece so the students build confidence being objective and searching for the pieces that the rubric guides them to.

A misconception I predict may arise is that if they did not do well on the rubric, their work is not good. I plan to emphasize that this rubric is intended to improve their work, and that it can only help them.

MATERIALS & PREP

What materials will you need to prepare ahead of time? How will the room be set up? What other logistical considerations do you want to plan for? Provide links to documents and/or slides if applicable.

- **Slideshow Presentation**
https://www.canva.com/design/DAFdl7wKJUs/Str00KuyjY2KCbWeB6TDHw/view?utm_content=DAFdl7wKJUs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- **Self correction rubric**
https://www.canva.com/design/DAFdb9A_pDw/frdRt7DhW6oh8fS2iuJYog/view?utm_content=DAFdb9A_pDw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- **Rough drafts**
- **Lined paper with room for picture**
- **Colored Pencils**
- **Pencils**
- **White board marker**

PROCEDURE

Please provide specific descriptions of all activities, including what the teacher(s) will be saying and doing and what the students will be doing. *Remember that the person doing the doing & talking is the one doing the learning!*

Launch: How will the teacher spark curiosity, get students actively engaged in lesson-related content right away, and/or help students understand the *purpose* of what they will be doing during the lesson?

I plan to begin the lesson by letting students know the learning goal for the lesson. That they will be self correcting their narrative writing rough draft. I will project a narrative written from the perspective of the main character of our book and we as a class will use the rubric to correct it together.

Explore: How will students engage in the “meat” of the lesson? What will students be doing in order to move toward the learning goals? How will you be supporting them?

The students will collect their rough drafts and begin to use the rubric to self correct their work. As they work independently, I will be walking around supporting students by answering questions that may arise and helping with the rubric.



Drop your anchor: How will students synthesize, share their learning with each other and/or with the teacher, and make connections to future lessons?

As the students finish their rubric, I will check in with students to see their progress and how much more time they need to complete their final draft.

CLASSROOM MANAGEMENT & SUPPORTS

How will you proactively help students to envision the behaviors that will make each part of this lesson go smoothly? How and when do you anticipate needing to remind students to honor community agreements?

In our classroom, we have our class created norms on display on a poster. I plan to emphasize important norms as reminders throughout the lesson, i.e. "Remember, we need to use kind words"

DIFFERENTIATION/ACCOMMODATION

How might you provide multiple means of representation, multiple means of expression, and multiple means of engagement? Consider how you will meet the needs of three specific focus students, labeled below.

Special Needs / IEP: During my lesson I will provide multiple opportunities for engagement for the students to help keep them interested and participating in the lesson. Additionally, there will be visual anchor charts with the emotions we identified as a class.

Emerging Bilingual: I will have visual anchor charts with the emotions we identified as a class with both the words and images. In the rubric, there will be images of symbols to help students identify what they are looking for.

Ready for challenge: The students are encouraged to add more of each piece of the rubric.

INFORMAL ASSESSMENT

How will you assess students' thinking throughout the lesson? What are key moments to check for understanding?

Throughout the lesson, I will be monitoring which students are sharing out and how they are doing with understanding the material. There are opportunities for the students to speak out as we correct the narrative from the perspective of the main character of the story we read. Additionally, I will be checking in with students as they work on their rubric.

ASSESSMENT

How will you know if your students met the goals of the lesson? What artifacts of student work will you collect and why?

The artifact I will be collecting is the rubric they filled out self-correcting their rough draft.