

Name:

Lesson Plan for Coaching Session # 3

Date of lesson: November 16, 2011

CREDE Lesson Plan

Lesson Plan Title: Peanut Nut Butter Hippo

| Standards/Objectives | | | |
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| Objective | Description | Chosen Because: | Assessment |
| <p>Students will be able to produce a piece of procedural writing practicing using key vocabulary.</p> | <p>Language Arts - Reading - K.KI.S 2 - With prompting and support, retell familiar stories, including key details.</p> <p>Language Arts - Reading - K.KI.S 1 - With prompting and support, ask and answer questions about key details in a text.</p> <p>Language Arts - Writing - K.W.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Students are beginning their unit on procedural writing.</p> | <p>Students will complete a procedural writing worksheet and participation in oral conversations during JPA and ICs.</p> |

| CREDE Phase | |
|-----------------------------------|---|
| What Phase are you in this lesson | Why you choose that Phase |
| <p>Phase 4</p> | <p>I chose this phase because we are continuing to work on our rituals and routines towards student independence. The students will be beginning to work on working in their activity centers while I work with a target group in the rotation. Previously, the students have been practicing working independently while I have been conducting individual student conferences. This will be a good beginning transition for the students to develop their independent self-control following our classroom work agreements.</p> |

| Description of the Activities | | | |
|-------------------------------|--------------------|---|---|
| Time in each activity | Setting | Activity | Material |
| <p>5 min</p> | <p>Whole Group</p> | <p>Opening of the Reader's & Writer's Workshop: Reviewing the Workshop schedule - Mini Lesson, Work Period, and Closing</p> | <p>Reader's & Writer's Workshop</p> |

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| | | Reminder - Both workshops will work together - We will be working on center rotations. | Schedule Poster Chart |
| 15 min | Whole Group | <p>Briefing:</p> <p>Revisit previous activity "Jelly on Bread" and introduction of the procedural writing sheet.</p> <p>As a whole group, we will discuss the ingredients needed to complete the activity. Students to trace, cut and paste ingredients into the ingredient box (Writer's Center).</p> <p>Discuss with students the 4 centers that students will be rotating in. Review task cards on the center rotation chart.</p> | <u>Peanut Butter Hippo</u> story Jelly on Bread Poster Procedural Writing Template Sentence Frame Student Template Writing Sheets |
| 20 min | At centers/desk independently Small Groups | <p>Activity Centers:</p> <p>(Reader's Response): Students will write about their favorite type of sandwich and why they enjoy it. In response to the story read-aloud <u>Peanut Butter Hippo</u>.</p> <p>(Writer's Response): Students to label, cut, paste appropriate ingredients/supplies needed to make "Jelly on Bread."</p> <p>(Leveled Book): Students to read their level books and write their favorite part of the story in their Reader's Notebook.</p> <p>(Guided Reading - IC): Students will meet with the teacher to write the procedure for making "Jelly on Bread" using key vocabulary: 1st, 2nd, and 3rd. This will be continued on in the Writer's Response activity center.</p> <p>Prompt: Think aloud - Close your eyes and think of the "movie" of us making Jelly on Bread.</p> <p>Questions: What did we do first? Second? Third? Teacher to chart on poster their ideas and students to write their procedures and illustrate each step on their own templates during the Writer's Response.</p> | <u>Peanut Butter Hippo</u> story Jelly on Bread Poster Procedural Writing Template Sentence Frame Student Writing Template Sheets Procedural Writing Poster Sheet (1/group) |

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| 10 min | Whole Group | <p>Organize and Closing/Debrief: Students will organize their supplies and turn in their work. Students will gather at our meeting area to debrief today's lesson. Using the procedural writing chart made in the IC, share with the group their poster.</p> <p>Teacher will prompt: How did we do on our work agreements? Students to discuss and evaluate their progress on self - regulation during work time.</p> | <p>Procedural Writing Poster</p> <p>Student Book Template Writing Sheets</p> |
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| CREDE Standards | |
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| CREDE Standard | How it will be used |
| JPA <i>Joint Productive Activity</i> | Teacher and students will create a procedural chart per group on their ideas of how to make "Jelly on Bread." |
| LLD <i>Language & Literacy Development</i> | Teacher will focus on the key ideas of procedural writing. Key vocabulary focused on will be: procedure, direction, sequence of events, first, second, third and ingredients. Students will read and practice using these words when creating their own procedural writing on "Jelly on Bread." |
| CTX <i>Contextualization</i> | CTX will occur during the IC and activity centers. In the IC, students have made "Jelly on Bread" in a previous lesson. They will be writing about their experience by writing the directions to help teach their families how to make it at home. During the Readers' Response activity, center students will think about their favorite sandwich and explain why they like this sandwich. |
| COT <i>Complex thinking</i> | COT will occur during the IC, JPA, and activity centers. In the IC, students will be using sequence of event words to create the directions for others to learn how to make "jelly on Bread." This will lead to the JPA, creation of a procedural chart of "jelly on Bread" to show their friends how they make "jelly on bread." In the Writer's Response, they will be writing and illustrating the steps of making "Jelly on Bread." |
| IC <i>Instructional Conversation</i> | IC will occur during the students individual work period. Teacher will prompt students to use key vocabulary to create a JPA procedural chart illustrating the steps involved in making "jelly on Bread." |
| MOD <i>Modeling</i> | NA |
| CDA <i>Child Directed Activity</i> | (3) Students will get to select an activity center to start with then go through a rotation of all 4 activity centers. |