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Block II Practicum

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**SOLAR** Lesson Plan

*Lesson #1- Tuesday, November 1*

**Grade Level:** 4th Grade

**Subject Area:** Reading: *Read aloud and writing*

**Materials Needed:** *The Day the Crayons Quit* by Drew Daywalt, smart board, power point, note book paper, and a grey crayon.

**Standards:**

* Rl.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
* W.1. Write opinion pieces\* on topics or texts, supporting a point of view with reasons and information.
	+ a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

**Objective:**

* Students will demonstrate knowledge of the main idea (Crayons that quit) and explain the key details (Why the crayons quit), through read aloud, group share, and partner turn and talks.
* Students will show their knowledge of topic, opinion, and supporting details through writing a letter to Duncan as Grey Crayon.

**Learning Activities:**

* Gather students around the smart board to start the lesson- Be sure everyone is seated in a way that is comfortable, appropriate to their learning style, and can see the smart board clearly.
* Bring up the power point- Introducing/ re-teaching opinion and supporting details.
* Explain to the class what an opinion is and what supporting details do for an opinion.
* Enforce that you want the students to be thinking about these two concepts while you read, The Day the Crayons Quit by Drew Daywalt.
* Leave definitions on smart board for students to reference.
* Begin read aloud (SKIP OVER GREY CRAYON!)
* Through the read aloud introduce vocabulary as seemed fit (Ex: Successful, stubby, completely, etc.), show examples of opinions and supporting details of the other crayon’s letters, instigate questions and turn and talks to connect the students to the text (Ex: “Turn to your elbow partner and talk about the last time you colored with the color white.” “Can’t remember? You colored snow? Filled an empty space? Hey! That is exactly what the white crayon was saying…So can you see the truth in her opinion to why she wanted to quit?”)
* After the read aloud come back to the idea of opinion and supporting details. Reference back to the book comparing and contrasting between different crayons opinions of how they were being treated and then the details they gave to support to their opinion.
* Gather back the attention of the class as needed throughout lesson (Ex. “Give me 5”, “If you can hear my voice touch your nose”, etc.)
* Ask the class if they noticed a color that was not read? (Emphasize, you only call on 4th graders that raise their hand as you do not want them to take away from their friend’s thinking)- Hopefully a student says, “GRAY!” If not, choose to walk through the colors again or tell them you specifically skipped over the color grey because they are going to pretend to be the Grey Crayon.
* Before dismissing the students to their work tables, bring their attention to the example you created of the Teal Crayon- “Notice how I wrote in the color teal, I addressed who I was writing to (Duncan), my paragraph has a) topic b) opinion and c) supporting detail, and then I signed my name (Teal Crayon)”.
* Dismiss the students to their desks.
* Once all the students are at their desks (Or before returning to their seats if their material is not at their seats) instruct for them to get out a piece of notebook paper and a grey crayon. There should be nothing else on their desk.
* Have the students write their name on the back of their paper before starting.
* Bring up writing criteria on the smart board so the students can reference to it when checking if they have included all the needed requirements (Address Duncan, topic, opinion, at least one supporting detail-more is welcomed, and a sign off).
* Walk around guiding students through the writing process- Aiding and answering questions.
* If there are students that finish relatively fast, have them add more supporting details and/or draw a picture to correspond (Vocab opportunity) with their writing.
* Once students have finished, share with them what the author wrote for Grey Crayon-Comparing and contrasting what he wrote to what they wrote.
* If time permits- Ask for volunteers to share their writing in front of the class.
* Collect student’s writings at the end of the lesson as a form of assessment.

**Assessment:**

* Informally assess progress throughout lesson through observation and participation accuracy (Attention, effort, ability, etc).
* Assess progress through correct identification of main idea and key details through read aloud, group share, and partner turn and talks.
* Assess progress through student’s accuracy of incorporating topic, opinion, and supporting details through their own writing of a letter to Duncan as Grey Crayon.

**Reflection:**

* I would have all the students on the ground for the read aloud- Distracting having some students are their desks, as there was objects in their desk they could play with.
* Push in the definition of ‘opinion’ and ‘supporting details’ more after giving examples through out the student’s writing time.
* Give more, “think time” (4-5 seconds).
* Have students get out their paper and grey crayon after the read aloud (It was a distraction before the read aloud and the students had a better guess to what crayon we would be writing about).
* Give more supports for students struggling with sentence structure and incorporating criteria by supplying a skeleton outline or a brainstorming web (Some students took it and ran, while others struggled).
* Students became actively involved with the lesson and really took interest in the book-Definitely a lesson to do again!