

## Lesson Plan 10

### GENERAL INFORMATION

Author	Mrs. Brianna D'Alessio
Subject	Writing
Grade level	First
Length of class	35 minutes

### CONTENT STANDARD (S)

W.1.5, W.1.6, RFS.1.1, RFS.1.2, RFS.1.3, RFS.1.4, SL.1.1, SL.1.2, L.1.1, L.1.2

#### Central Focus

The purpose of this lesson serves for students read, understand and write poetry/songs using language to convey feeling. Students will learn about metaphors, rhyming, the structure of poems/songs, and how to express their feelings through writing. This is a necessary skill for students to be able to read and understand various kinds of text as well as express themselves better both written and orally.

#### Objective:

SWBAT convey strong feelings by showing and not telling through the game charades.

### ASSESSMENT

#### Formative

The tools, strategies and/or methods I will use to assess student learning throughout the lesson include asking questions such as:

1. How can we show our feelings and not tell?

#### Summative

Students will play charades and act out their feelings, then write a poem about the feeling.

### FOCUS STUDENTS

#### Accommodations/Modifications/Support

2 students with classified as OHI (other health impairments). Students have an instructional assistant who helps during instruction and independent work. Also the co-teacher works with these students during group instruction and independent study based off of the lesson plan and materials I have provided. (IEPs)

2 students who struggle with reading. Students work with the co-teacher during group instruction and independent study based off of the lesson plan and materials I have provided.

#### OHI (2)

Content: Students are allowed to sit on a textured booster seat. Students are given questions verbally and written down. One to one conferencing during independent study to check in with content knowledge. Link prior knowledge to the current lesson. Do not penalize for spelling or grammar mistakes. Students will also be provided the anchor chart on their own personal paper. Students will receive assistance in picking out a text appropriate fiction book they can read independently and comprehend.

Process: Students will be given one task at a time in order to not overwhelm the student. These students will receive conferencing during partner discussions by the co-teacher and myself. Breaks will be distributed in between chunked work completion.

Product: Students' papers will have highlighted lines. I will sit with these students 1 on 1 and scaffold.

Struggling Readers (2)

Content: Students will receive conferencing from the co-teacher and myself during partner discussions to check in with comprehension. Students will receive a leveled text fiction book they will be able to read independently and comprehend.

Process: Students will receive repeated directions individually by the co-teacher or myself prior to independent work.

Product: Students' papers will have highlighted lines. I will check in with students' progress and scaffold if necessary.

*(13 middle-range learners, 2 OHI, 2 Struggling Readers: Total 17 students)*

## THE INSTRUCTIONAL PLAN

### Step 2

- First, ask students how can I show you I'm cold without tell you? How can I show you I'm happy without telling you. Today we are going to learn how we can show our feelings instead of telling them.
- Second, explain the game of charades. Students will be called by drawing a stick and pick an emotion from a bucket and act it out. Students will raise their hands to try and guess the emotion.
- Third, I will model the first one for them. Write a poem and how them.
- Fourth, students will turn and talk about how they can convey feelings through showing and not telling.
- Fifth, students will play the game
- Sixth, students will write try and write a poem about an emotion.