



SAN DIEGO TEACHER RESIDENCY LESSON PLANNING TEMPLATE

CONTEXT

Provide context for the lesson. How, if at all, does it fit within a unit? Who are the learners? How long will the lesson last?

The learners are Kindergarteners for the 2021/2022 school year in Room 142 at HTeCV. The lesson will last around 45 minutes.

GOALS

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

Students will be able to write and understand how to sequence words together with a picture to create a story.

Students will be able to independently participate in a writer's workshop that encourages student confidence, ownership, and enjoyment.

STANDARDS

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ANTICIPATORY PLANNING

Put yourself in the shoes of your students. Where in the lesson do you anticipate that they will struggle, and why? What questions, about procedures and/or about the content, do you anticipate that they might pose? How will you respond? (Math teachers can also use this [more comprehensive anticipatory planning resource](#).)

Students might struggle with transitioning from being done with play and getting started with writing.

Students might struggle with getting letters/words written on their papers.

Some students might continue to play after they have been instructed to begin drafting their stories. - Teachers can walk around and give those students a friendly reminder.

Some students might struggle with spelling words. - Teacher can write the word on a notecard

Some students might not know which paper to choose - Teacher can steer students in the right direction

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 (5 min): How will the teacher spark curiosity, get students actively engaged right away, and help students understand the purpose and process of what they will be doing during the lesson?

Layla (2 min)- Good morning storytellers! Do you remember when we used animals and play-doh to ignite our stories? Oh my goodness we had so much fun! I am so excited to see what stories come to life for you and I'm so excited to see the words written on your papers!

I have been telling all of my friends what amazing storytellers you are and they came here to see it in person! Ms. Cia, my friend, and our helping teacher today, has some rules, or norms, that she would like to share with you.

Cia (3 min) Let's go over our norms (Slide 2)

- 1) We talk to each other about our stories.
- 2) We write our stories down for the world to see.
- 3) Ask three before me.

"So, you can "Ask three before me! (Or any other teacher.) And remember, our friends ARE our teachers!" Call on Gigi or Eloise to come up and do the norm gestures.

"So, can you try that with me? You can do the hand motions with me." Teacher repeats norms with hand motions.

Ok friends why is it important to write our stories down? Pick an equity stick.

Explore: How will students engage in the "meat" of the lesson?

Students will participate in guided play with small animals and clay to start to ideate stories.

Students will engage in conversations about their play with their tablemates.

Students will use all of their resources (animals, clay, paper, pencil) to document their stories.

Layla (3 min- This is what you are going to do today during writer's workshop.

First, you will create your story by using the materials at your desk.

Then, you will draw your story on your paper.

Finally, you will write your story. We want to see your words on your paper!

What are we doing today? - Call on a student

Cia (2 min) - "Alright friends, I'm going to set a timer for 5 minutes. During the 5 minutes you will create your story with your materials. We will call you row by row to get started. I am looking for the quietest row to come up and choose their paper first." (Slide 4)

Students will be called by color row to come to the front of the room to choose their paper of choice (mild, medium, spicy). They will then go to their tables to create their stories.

Materials will be ready at their tables.

(5 min) Students will now begin to engage with the materials at their tables for the next 5 minutes. They can refer to the timer on the slide to know how much time they have left. They are allowed to talk to each other about their stories and the toys they are using at their desks. Give students a halfway reminder and a 1-minute reminder.

Transition into drawing

Layla Teacher rings the bell as an attention-getter. "Okay, our timer is up! I saw so many great stories being created! Let's push our materials to the center of our tables because now it's time to draw the story we just created! You can use any drawing material you would like, even markers. We will have 5 whole minutes to do this! Ready, go!"

The teachers will be...

Walking around the room monitoring student conversations.

For the students that are struggling, the teacher will engage with them by asking, "Which toy is your favorite? Why? Can you draw it? Can you label it?"

Asking, "Can you tell me what you are drawing?" "Who are the characters in your story?" "What is your story about?" "Are you excited about your story?"

Transition into writing

Layla: "There's our timer! We saw so many beautiful pictures that help us tell our stories! Now we are going to write our stories with our words and sentences! Ms. Cia, Ms. Analy, and I are going to come around with paper. I am so excited to be able to read your stories. Let's get started!"

(10 min) Finally, students will write their stories. The teachers will encourage each student to write at least one sentence related to their picture. For the students that are struggling, the teacher will engage with them by asking, "Which toy is your favorite? Why? Can you draw it? Can you label it?"

The teachers will be...

Walking around the room monitoring student conversations.

Asking, "Can you tell me what you are drawing?" "Who are the characters in your story?" "What is your story about?" "Are you excited about your story?"

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

Transition into sharing

Layla: "Wow! We were able to read so many amazing stories! You should be so proud of yourselves, storytellers! Now we are going to share our stories with our friends at our tables. Make sure you tell them all about the story you wrote, and use your active listening skills to listen to your friends' stories!"

(4 min) Students will share with their tablemates for four minutes total. Set a timer for 2 minutes and then tell students to switch. Set another 2-minute timer for the second student to share.

CLOSING:

Layla : "Alright students, when I call your table, you will go put your writing sheet in your cubby to share during closing circle."

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.

Students will be offered two differing leveled writing papers. The students will choose which paper feels best for them.

Students who might benefit from the "medium" level paper vs. the "mild" level paper:

- Isabella- shy, select mutism, talk to her neighbor
- Camila- needs help getting started and staying on track
- Bruno - will need help with spelling (Focus Student)
- Aidan - only write on notecards for him, DO NOT write on his paper (Focus Student)
- Jazz - help her get started
- Jack - will need help with spelling
- Emma - ELL (Focus student) doing well

INFORMAL ASSESSMENT

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

Teacher will listen to each table group's stories. Students will be asked to show what they drew for their picture and what words they used.

Are students asking questions of others or being asked questions?

Are students thinking being taken up by the group or teacher?

Are students making changes to their work based on what others have shared?

Did the students have an opportunity to share their thinking with others?

FORMAL ASSESSMENT

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

Later that day, at closing circle, at least one focus student will be called to the front to share during the author's spotlight, and at least one other student will be called on to share by using equity sticks. The teachers will mark how the student performed on the writing task by using this [rubric](#).

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.

5 minute timer

Play-doh

Paper (mild and medium)

Pencils

Toy bugs

[Word bank](#)

Lesson Title: Writer's Workshop
Subject / Grade Level: Kindergarten

[Fundations Writing Sheets](#)

[Slides](#)

[Data collection sheet](#)

[rubric](#)