

Learning Theories and Models of Instruction Final Lesson Plan

Tyler Wood

OTL502 – Learning Theories and Models of Instruction

Colorado State University – Global Campus

Dr. Nella Anderson

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Lesson Plan

Stage 1 - Desired Results
<p>Content Standard(s):</p> <ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

<p>Understandings: Students will understand...</p> <ol style="list-style-type: none"> 1. What is the difference between ‘fact’ and ‘opinion.’ 2. How to develop a topic based on information gathered in piece of reading. 3. How story elements build engagement with the reader and lead them to the solution/ climax of the story. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is information and how is it used? 2. What is the purpose of an opinion? 3. What makes a good narrative? 4. How can you keep a reader engaged in your writing? 5. Where does your opinion come from?
<p>Student objectives (outcomes): Students will know and be able to...</p> <ol style="list-style-type: none"> 1. Support an opinion with textual evidence. 2. Use information (facts) to support a statement. 3. Build a narrative from problem to solution using descriptive details and ordered (temporal) story elements with an intentional ending they can discuss. 	<p>Students will build relationships by...</p> <ol style="list-style-type: none"> 1. Sharing their work in groups to build confidence in their work and to help understand how to be constructive with others. 2. They can participate in a discussion, led by the teacher, about the content of a piece of writing.

Stage 2 – Assessment Evidence Directly Aligned to Content Standard	
<p>Performance Task(s): “GRASPS”</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Goal of this lesson is to help the students master the use and reason for using letter format for writing. The students will be able to use all parts of a letter (e.g. heading, greeting, body, closing, signature). They will be able to utilize the letter format in a ‘real-world’ setting and understand the relevance it serves/will serve in their lives. <input type="checkbox"/> The students will fill in a Venn Diagram for self-assessment, review a rubric for better understanding of what is expected of them, write a letter, then rewrite a letter using email to connect the learning to their real world. <input type="checkbox"/> A rubric the students reviewed will be used to assess their mastery of the letter format, spelling & punctuation, content, and knowledge of their audience. 	
<p>Self-Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will use a Venn Diagram to compare and contrast letter format with Journal writing to assess what they already know of the subject. <input type="checkbox"/> The students will use in-class group discussion to fill in what they don’t know on the Venn Diagram, ask questions, and discuss the style and elements of a letter. <input type="checkbox"/> The students will review the rubric which gives them an idea of what is expected to further understand what they need to know. They can assess where they stand and ask questions for clarification. 	<p>Other Evidence (assessments)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group discussion assessment - answering questions and reading the students on what they are having trouble on for immediate feedback. <input type="checkbox"/> Formative assessment - letters will be graded using the rubric students reviewed. <p>Differentiated Assessment Approaches:</p> <p>This lesson will introduce the students to extended learning utilizing an at-home finishing technique by taking the work home and finishing with an email submission. This connects the learning to the real-world and creates continuity with school and home learning endorsing intrinsic motivation.</p>

Stage 3 - Lesson Plan

Learning Activities: Class time (40 minutes)

- ☒ The students will enter class, turn in homework and begin reading an example of an historic letter from a famous person when young. (pre-bell) [Curiosity]
- ☒ The teacher will explain what the lesson is for today and ask an essential question (Why do we use a letter?) (3 minutes) [Curiosity]
- ☒ The teacher will go over the Venn Diagram hand out to assess knowledge of letter format, by comparing it to journal writing, applying previous knowledge of a journal in tandem with thinking critically to understand a letter format (5 minutes) [Connection, Coaching, & Coherence]
- ☒ The teacher has student lead discussion of what a letter is and is not (using the information they worked on from the Venn Diagram or to help them fill in the Venn Diagram) so the students can engage with the material by adding their own ideas to a Venn Diagram on the board and moving to a deeper understanding of the format and clearing up any mistakes they may have had. I will select children at random to assess and so they can be held more responsible for their learning (5 minutes) [Concentration & Coherence]
- ☒ The students will review the rubric and ask questions about what is expected from the assignment and process what they have learned (3-5 minutes) [Coherence]
- ☒ The teacher provides 4 choices of topics for the letter content to relate the material to their lives (e.g. Write to the president, write to your favorite character in a movie, write to future you in 10 years, or write to a famous person you admire.) (3-5 minutes) [Connection]
- ☒ The students apply their newly acquired knowledge to write a letter in class using the knowledge of the topic and rubric laid out for them previously as the teacher checks in on progress by walking around the class and asking the students questions about their choices (e.g. Which topic did you choose? Why did you choose him/her/it/that? Have you thought of some good questions to ask them? What will you tell them about you now?) (15 minutes) [Coaching, Concentration, Coherence, & Connection]
- ☒ The teacher will send the student home with the writing. The homework will be to e-mail the teacher with the letter, showing a real-world application for the new knowledge and the computer will help them see any mistakes in grammar and spelling they made using trial and error on their own time. (2 min-final bell) [Context]

Purpose: The students will understand how to write a letter and put that knowledge into practice by writing a letter to fully understand the concept of letter writing.

Stage 4 - Feedback Strategies

Classroom Organization

The students will enter the classroom with desks arranged in a 'U' shape with the top of the 'U' aiming the board for easy focus on the board during the Venn Diagram work, but still able to see their classmates during discussion. They will hand in homework in a collection box, sit down, and begin by reading an example of a narrative story.

Classroom Rules

1. Be Considerate
 - a. Raise your hand to speak
 - b. Listen while others are speaking
 - c. Use positive or constructive words
2. Be Respectful
 - a. Treat others as you want to be treated
 - b. Respect others' opinions, person, and things
 - c. Write quietly so you don't bother others
3. Be Responsible
 - a. Be on-time to class
 - b. Be Prepared for class (e.g. have your books, pencils, paper etc...)
 - c. Try your best!

Feedback Strategies

In Class

- Verbal feedback to questions and discussion ideas (positive verbal feedback provides the quickest feedback for children's confidence, acceptance, and engagement)
- Behavior Point system (Classroom gamification [points awarded for good behavior or taken away for being off-task] to provide active engagement in the class and provide near immediate feedback on behavior)

After Class/Next Class

- Written feedback (for assignment turned into the teacher there will be written comments talking about what they did right and what they can work on to meet their learning goals for the class/lesson based on the rubric we made previously)

References

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