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| Subject/Grade: Grade 2, ELALesson Title: Morning Routine & Journal WritingTeacher: Ms. Haley Miller **Date: Monday, March 8th, 2021** | |
| Stage 1: Identify Desired Results | |
| **Outcome(s)/Indicator(s):** [CC2.1](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=28&oc=64301): Compose & Create a range of visual, multimedia, oral, and written texts that explore: identity, community and social responsibility and make connections to own life.  b. Create spoken, written, and other representations that include: specific message, several related ideas which are logically organized and developed, ideas and information which are clear and complete, appropriate use of language and conventions including conventional print  c. Use personal knowledge and experiences in communications  d. Tell, draw, write and dramatize stories about self, family, community and family/community traditions to express ides and understanding | |
| **Key Understandings: (‘I Can’ statements)**   * I can write in my journal about the events that occurred during the weekend * I can use writing as a tool to tell a specific message * I can write and draw stories about self, family and community * I can use full sentences using capital letters at the beginning of the sentence and the correct punctuation at the end of the sentence * I can use my “desk dictionary” or sound out words to use in my writing * I can write ~6 sentences about the journal prompt | **Essential Questions:**  What type of punctuation do I use when I am “telling” something?  How do I use the correct spelling of certain words?  What tools can I use to spell out a word I am unsure of before asking for help? (sounding out words, desk dictionary, ask a friend) |
| Prerequisite Learning:  * Students will know how to set-up their journals beforehand (date, using the lines correctly, illustrating the write-up) * Students will know what the prompt is beforehand and will have guidance and motivation for ideas about what to write * Students will know that all sentences need a capital letter at the beginning of the sentence, to capitalize “I” and use a capital letter for someone’s name, and to use punctuation * Students will be familiar with command, telling, question and exclamation sentences as well as punctuation (.!?) | |
| Instructional Strategies:  * During morning routine, I will be using direct instruction mixed with interactive instruction. I will use interactive instruction by getting the students to help engage with the morning routine activities. * When explaining the journal prompt, I will use direct instruction and a visual aid to display what is expected from the class. Before the students start their journals, the students will lead the discussion with their thoughts and ideas about the prompt which will allow for interactive instruction. * While the students are working on their journals, this can be seen as an independent study. | |
| Stage 2: Determine Evidence for Assessing Learning | |
| * The formative assessment strategy being used in this lesson will be reflection journals. The journal will encourage students to connect to their own lives. I will take the journals home to read through which will then give me information that I can use to me plan future lessons. * Teacher will use observation while the students work on their journals independently | |
| Stage 3: Build Learning Plan | |
| **Set (Engagement): Morning Routine** **Length of Time: 9:30-9:35AM**   * Calendar: Ask a student to tell me what day it was yesterday = Sunday, March 7th, 2021. Ask a new student to tell me what day it is today = Monday, March 8th, 2021. Ask another student what day it will be tomorrow = Tuesday, March 9th, 2021. * Number of days left of school: Take 1 number out from chart and get the students to tell me how many days are left.   **Development: Journal Prompt & Individual Journal work**  **Time: 9:35AM-10:00 (ish)**  [\*Pre-write journal prompt on board](https://docs.google.com/presentation/d/1ZMz6StA9WWQKVsb1WUgWR9knqMtduMzUNnPiCn-ok9Q/edit#slide=id.p) with the current date  \*Hand out journals  \*Journal Prompt = “On the weekend I …”  - Start by printing prompt on board visually for students to see  - Ask a new student to read the prompt aloud  - Teacher will shares what she did this weekend  - Students can raise their hand and share their ideas and thoughts about the journal prompt (this will help guide students writing)  - Students will begin to quietly and independently write and illustrate their journal response  - Teacher will engage with students as they write to help and hear their journal entries  **Closure: Read Aloud to a partner & “March” booklets Time: 10:00-10:15 (ish)**   * Once the students are done their journal writing and illustrating, they can share with either their neighbor or “turn-around” neighbor (while staying in their desks). * If extra time, get the students to work on a work sheet ([see extra hand-out](https://docs.google.com/presentation/d/1ZMz6StA9WWQKVsb1WUgWR9knqMtduMzUNnPiCn-ok9Q/edit#slide=id.p)) or their “March Booklets” | **Materials/Resources:**   * Personal journals * Pencil and eraser * Crayons and/or pencil crayons   **Possible Adaptations/**  **Differentiation:**   * Students are able to use their desk dictionaries to help with their spelling * Students can verbally tell the teacher what they did over the weekend and teacher can help assist with the sentence building (use mini white boards with dry erase markers to write out key words) * Teacher can assist with sounding out words   **Management Strategies:**   * Teacher will set 30-minute timer after instructions have been told (this will help students to gauge how much time they have left to finish their journals)   **Safety Considerations:**   * Covid-19 limits the amount the students are able to move around to share their stories so get the students to “turn around and read” to their neighbor (staying in their seat) |
| **Stage 4: Reflection** | |
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Mini- Lesson on [“How to keep a tidy desk with the Desk Fairy”](https://docs.google.com/presentation/d/1ZMz6StA9WWQKVsb1WUgWR9knqMtduMzUNnPiCn-ok9Q/edit#slide=id.gc4cc6680fd_0_13) on Monday March 8th @11:15-11:45AM (see slides)