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| Subject/Grade: Grade Two, ELA, PrintingLesson Title: Lowercase “w”: PrintingDate: Tuesday, March 9th, 2021Teacher: Ms. Haley Miller | |
| Stage 1: Identify Desired Results | |
| **Outcome(s)/Indicator(s):**  [CR2.1](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=28&oc=64256): Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity, community and social responsibility  [CC2.4](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=28&oc=64322): Write stories, poems, friendly letters, reports and observations using appropriate and relevant details in clear and complete sentence and paragraphs of at least sis sentences | |
| **Key Understandings: (‘I Can’ statements)**  I can use my journal to print lowercase “w”  I can print words that start with lowercase “w”  I can correctly space out my letters and words in my journal | **Essential Questions:**  What other words begin with lowercase “w”?  What sound does “w” make in the word “water”, “winter” and “wolf”?  How can I produce quality printing and penmanship? |
| Prerequisite Learning:  * The students will know how to “set-up” their journals beforehand due to previous printing lessons which are structured similarly (using the date and skipping a line each time) * Students will be familiar with the letter “w” | |
| Instructional Strategies:  * When explaining the instructions and which letter we will be doing today, I will use direct instruction. * I will also use interactive instruction by getting the students to use their “magical pencils” to write in the air a “w” as well as giving enough time for the students to brainstorm what words start with “w” that they know of * When demonstrating how to set-up their journals and writing out “w”, “wolf”, “water” and “winter”, I will be using direct instruction * When the students engage in their printing notebook, they will be working in an independent study. | |
| Stage 2: Determine Evidence for Assessing Learning | |
| The notebooks/journals the students use to print their work, will act as a formative assessment tool: reflective journal. Since the students are physically writing their work into these books, I will be able to go through everyone’s to track their progress and make note of any information for future planning.  Teacher will use observation while the students work on their printing independently | |
| Stage 3: Build Learning Plan | |
| **Set (Engagement):**  **Length of Time: 10:45-10:55 ~ ish AM**   * Get the students attention by asking them to pull out their “Magic Air Wands”, they will use their wands to write the letter W in the air (Teacher does this with them too!)   \*Hand out printing notebooks   * Have lines projected onto the screen as a visual aid for the students: use [this](https://docs.google.com/presentation/d/1OV2fJe_ayWtqhfiY6dzia-ICJHfQVELu9RNpu_gXqdI/edit#slide=id.gc408e5676d_0_1) (Explain to the students that our pages may looks a little different) * Start by printing the date at the top of the page then printing lowercase “w” on the first line, remind the students to “print a line and then skip a line” as well as to use a finger space in between each letter/word and to make sure the “W” is not “floating” but sitting on the blue line and touching the top blue line (demonstrate how the w should look like each time) * Next print out, “wolf” and repeat for “winter” and “water” (remind students about size, spacing and lines)   **Development:**  **Time: 10:55- 11:00 AM~ ish**   * Allow time for students to independently work on their printing in their note book * Teacher will assist/help where/when needed, Teacher walks around classroom to observe   **Closure: Time: 11:00-11:15 AM**   * Hand out [blank W work sheet](https://docs.google.com/presentation/d/1OV2fJe_ayWtqhfiY6dzia-ICJHfQVELu9RNpu_gXqdI/edit#slide=id.gc408e5676d_0_1) for the students to use if they are done early or work on their March booklets * Teacher will sticker or stamp printing booklets once students are completed | **Materials/Resources:**   * Personal printing notebooks/journals * Pencil and eraser   **Possible Adaptations/**  **Differentiation:**   * Write dotted w’s and w-words for the students to connect the dots with if their penmanship is weaker * Allow the students to come up with more “w” words ([see extra “W” worksheet](https://docs.google.com/presentation/d/1OV2fJe_ayWtqhfiY6dzia-ICJHfQVELu9RNpu_gXqdI/edit#slide=id.gc408e5676d_0_1)). After filling in that sheet, the students could add the new W-words to their desk dictionary to use later   **Management Strategies:**   * Teacher will set a timer after all instructions are done (this helps the students gauge how much time they have left to finish their printing)   **Safety Considerations**:   * Pencils can be considered sharp objects, be aware of how the students are using their tools |
| **Stage 4: Reflection** | |
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