|  |  |
| --- | --- |
| Subject/Grade: Grade 2, ELALesson Title: Journal WritingTeacher: Ms. Haley Miller **Date: Monday, March 26thh, 2021 @ 9:30-10 AM** | |
| 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 past month * 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:  * Direct Instruction * Interactive Instruction * Independent Study | |
| Stage 2: Determine Evidence for Assessing Learning | |
| * The formative assessment strategy being used in this lesson will be reflection journals. * 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**   * Hand out journal template and explain to them why it is special * Tell them that you will be creating a book with all the entries so that you can look back and remember about your time with them   Prompt: “When Ms. Miller was with us we …”   * Remind them to use their best printing and illustrations because this will be going into a book   Brainstorm with students what they could write about  **Development: Individual Journal work**  **Time: 9:35AM-9:55 (ish)**   * Students will work independently on their journals * Printing and illustrating their work   **Closure: Read Aloud at front of classroom**  **Time: 9:55-10:00 AM (ish)**   * Once the students are done their journal writing and illustrating, they will have the opportunity to come up to the front and share their story * 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:**   * [Journal Prompt & Journal Template](https://docs.google.com/presentation/d/1iGVPRG5AJLQA0N-B08lMbWWsZfzNuDoHZCPjpRPq-ws/edit#slide=id.p) * 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 regulations |
| **Stage 4: Reflection** | |
|  | |